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ABSTRACT

Five hundred and forty-five books and articles, written between 1848 and 1976, which focus on the study or teaching of anthropology within academic institutions are listed in this annotated bibliography. Arranged chronologically, the earliest entries focus on the definition of anthropology as a subject. Overlapping and continuing this concern with terminology and subject matter is the emphasis on the systematic arrangement which could be employed within libraries, museums, textbooks, and course instruction. Later entries focus on the status of anthropology within the curriculum, while entries within the last two decades focus more on the role of the anthropologist as researcher and teacher. In order to facilitate identification of particular works, an author index is also included. (DE)

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THE STUDY AND TEACHING OF ANTHROPOLOGY

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An Annotated Bibliography

by

Susan Dwyer-Shick

Adjunct Assistant Professor of Anthropology
Drexel University Evening College

and

Lecturer in Anthropology
The Pennsylvania State University
Ogontz Campus

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PREFACE

The Anthropology Curriculum Project, University of Georgia, is happy to collaborate with Professor Susan Dwyer-Shick in the publication of The Study and Teaching of Anthropology Within Academic Institutions. This annotated bibliography covers over a century of the study and teaching of anthropology at collegiate and pre-collegiate levels. It will be a valuable research tool for teachers of anthropology and social studies at all levels as well as those interested in the history of the social sciences.

We reviewed an early draft of the Professor Dwyer-Shick's bibliography and recognized its potential value. Since then it has doubled in size. Bibliographies are almost never complete. Comments for improving this bibliography and additional items that might be eligible for inclusion in subsequent editions should be sent directly to Professor Dwyer-Shick.

A rather complete world survey of anthropological institutions was published in International Directory of Anthropological Institutions, William L. Thomas, Jr., and Anna M. Pikelis, editors (New York: Wenner-Gren Foundation for Anthropological Research, Inc., 1953). An incomplete update was published in Current Anthropology (Vol. 5, No. 3, 1964, pp. 213-280). The American Anthropological Association has published a Guide to Departments of Anthropology annually since 1962-63. It is useful in identifying collegiate programs in anthropology in U.S.A. and Canada.

The Anthropology Curriculum Project, University of Georgia, was funded during the period 1964-1969 as one of the Office of Education "Project Social Studies." Since 1969, the project has continued with limited funding from the University of Georgia to stimulate research related to anthropology and education and to help maintain the visibility of anthropology as a school subject. The publication and dissemination of The Study and Teaching of Anthropology Within Academic Institutions continues these objectives.

Wilfrid C. Bailey

M. J. Rice

INTRODUCTION

This bibliography represents a continuing interest in the development of anthropological study and teaching within academic institutions at all levels of instruction primarily, although not exclusively, in the United States. The focus is on anthropology and education, or perhaps, on anthropology in education is to be preferred, but not on anthropology of education, that subfield which concentrates on anthropological research on formal and informal education. The effort to document academic anthropology through bibliographic research was initiated as part of graduate course work in the history of anthropology with Dr. Dell Hymes, then of the Department of Anthropology, University of Pennsylvania, during the Fall of 1970. Sporadically since then I have been accumulating pertinent references, partly out of an academic need to better understand the development of anthropological thought within a college or university setting, and partly out of a professional need, sometimes born of desperation, to have at least some inkling of the process by which anthropology as a subject is taught and learned. My dissertation research in the Department of Folklore and Folklife at the University of Pennsylvania, "The Development of the Anthropological School in Folklore Research in the United States," accounts for the first; my teaching of large and still larger sections of primarily introductory anthropology courses to non-anthropological audiences at The Pennsylvania State University, Delaware County and later at Ogontz Campus, and as a member of the Department of General Studies, Drexel University Evening College, Philadelphia, has prompted the second.

The history of anthropology may be examined from different vantage points, among other things dependent upon the type of data and insight which the researcher values as a contribution to historiography. An annotated bibliography of a specific topic, when arranged first in a chronological and then alphabetical order, provides one method whereby a researcher is able to discern and document the waxing and waning of the particular area under investigation. Such a chronological presentation also it would seem encourages the identification of contemporaries, both antagonist and fellow traveler, while suggesting possible relationships of historical interest and import outside the subject which can shed light on developments which are internal. Perhaps a most evident illustration of this is the numerous references published in the late 1930's and early 1940's concerned with the introduction of anthropological instruction as a counter to the rise of theories of racial superiority, especially as supported and disseminated by the National Socialist Party in Germany under Hitler. In the early 1960's and continuing, several articles encourage the introduction of anthropology and anthropological approaches in the elementary and secondary school curricula as a contribution to furthering world peace, particularly given the horrors of global nuclear warfare, through increased understanding and tolerance of other peoples and cultures. Much of this anthropological content is proposed under the label of "social studies."

And just as important to recognize are the omissions, those spans of years when no one theme may be identified; when even a "gap"

seems to be apparent for any type of writing on the general subject of anthropological instruction. Of course, further research must then be undertaken in order to determine that this is in fact a genuine occurrence, and not one in appearance only caused by the failure to as yet locate the pertinent references. A chronological listing speeds this discovery, while not necessarily obscuring the work of a single individual when an author index is also present. The original research design and the organization of the materials located, on which this present annotated bibliography is based, were organized with this historical intent uppermost. Extensive subsequent research supported and served to strengthen this initial decision. For the suggestion to compile an index by author, Dr. Marion J. Rice, College of Education, University of Georgia (Athens), is responsible.

Several operational criteria may be identified within this bibliographic focus on anthropology in education. Obviously, there has been the attempt to be complete, to be exhaustive, to include almost anything and just about everything that makes any mention of the presentation of anthropological data and thought with the intention of educating an audience, potential or actual. In these earliest entries there is an overwhelming emphasis upon the definition of anthropology as a subject, what is to be included, what must be excluded, as revealed in the nomenclature proposed. Overlapping and continuing this concern with terminology is the emphasis on classification, that is, some agreed upon systematic manner of arrangement which could then be employed within libraries, museums, textbooks, and course instruction. Later on many entries report surveys which revealed the status of anthropological instruction within academic institutions, as well as the plans for such course work in the future, and the "place" of anthropology within the curriculum, e.g. relationship with a museum, the host department, the national government. In addition to the publication of course outlines, suggested bibliography, and later discussion of audio-visual materials, techniques for teaching the subject and for "personalizing" such instruction, we are able to also discern interest in the role of the anthropologist as researcher and as teacher. There is an obvious transition from "getting anthropology accepted" into the undergraduate curriculum, toward making such instruction "the best it can be," in order to benefit the student, the instructor, and the discipline. This trend is then seen to be repeated within the selections which concentrate on instruction in anthropological content and method on the elementary and secondary levels during the last two decades as primarily reflected in the social studies literature.

The emphases and arrangement of this present annotated bibliography have precedents which should be acknowledged. The exactness and thoroughness of the bibliography on the history of anthropological tradition which Dell Hymes distributed to his graduate students doing research in the history of the discipline in 1970 provided a model for the earlier and this present work which has been difficult to equal. Bibliographic research by Dr. Dan Ben-Amos, Department of Folklore and Folklife, University of Pennsylvania (Philadelphia), on the history of folklore scholarship also served as a model, while his encouragement and constant insistence upon not forgetting the forest when coming upon the trees were also most needed. Articles dealing with the study and teaching of folklore have

been included within this bibliographic presentation for four reasons, which are:

(1) The early involvement by anthropologists in the study of folklore would seem to demand such an inclusion, even though the particular entries are themselves relatively recent.

(2) There appears to be a good deal of overlapping of content from anthropology and folklore as reflected in the articles discussing a social studies approach which have been located and annotated for this project.

(3) The relatively recent introduction of folklore into academic curricula (when compared to that of anthropological instruction), and most recently the upsurge of discussion of such instruction by folklorists, provide interesting areas of parallel with the introduction of anthropology and the discussion of such instruction by anthropologists.

(4) From a personal point of view, my own graduate training has been in folklore and in anthropology, and in my classes I teach content and method from each.

The bibliography on the history of anthropology which Dr. Don Fowler of the Desert Research Institute, University of Nevada System (Reno), made available to me, during the Spring of 1975 was also helpful in the identification of some possible resources.

The recently published extensive annotated bibliography compiled by Dr. Jacquetta Hill Burnett et al. on anthropological research on formal and informal education, i.e. the anthropology of education, helped to stimulate my own research to eventual completion. I found her statement of initial "intention to classify items by year of publication, as well as alphabetically," while not accomplished "given the unexpected length" (p. vii) of the finished manuscript, providing further support for the chronological presentation of this bibliography. Another important project is the recently published "Ethnographic Approaches to Research in Education: A Bibliography on Method," which was sent on to me by its author Dr. Harry F. Wolcott. While not providing many additional references for my own project, Wolcott's publication helped to further identify an audience for selective bibliographic projects such as mine, and his personal correspondence reinforced my own belief that "teaching is an area in which anthropologists might well become more self-conscious."

And finally, coming after a major part of the research had been completed, and the decisions already made as to the final organization of the entries, I was gratified to read the assessment in "The Development of Anthropology," published in Dr. Frederica de Laguna's editing of Selected Papers from the American Anthropologist, 1888-1920 (1960), that "the developments in education are probably most important" (p. 102). The last section of this important collection is the "Selected Bibliography on the History of Anthropology in America," which is itself composed of

five parts. It is the final part, "Anthropology as an Academic Discipline," which contributed significantly to my research and thinking, first for the several new references which it helped to identify, but perhaps more importantly for the following discussion of the relevance of an examination of the study and teaching of anthropology to the development of anthropological theory and practice:

> The last section of the bibliography deals with teaching, a topic which has been of recurrent concern ever since the first lectures on anthropology were offered by museums or universities. Academic appointments in anthropology, degrees conferred, the offering of new courses, the founding of student anthropological clubs, all were items reported in the early numbers of the AMERICAN ANTHROPOLOGIST. Such notes, especially in the first decade of the NEW SERIES, were too numerous to be included in the following list of titles. The latter refer rather to more important articles, arranged chronologically. The present status of the discipline can be judged by reference to the colleges and universities offering courses in anthropology, as reported in the International Directory of Anthropological Institutions, 1953, remembering that many more colleges have since instituted instruction in anthropology, while others have expanded their curricula and have made the discipline independent of sociology (pp. 912-913).

Then follows a selected bibliography largely, although not entirely, composed of articles drawn from the AMERICAN ANTHROPOLOGIST, with arrangement in chronological order, then alphabetical. All of these thirty-five entries have relevance for this bibliography, and each has been incorporated at the appropriate place with annotation, with some few exceptions when verification was not possible.

While only a few examples have been able to be included within this bibliography, several additional references to the growth of courses and additions to the faculty in anthropology within colleges and universities can be located in the ANTHROPOLOGY NEWSLETTER (nee BULLETIN, FELLOW NEWSLETTER, NEWSLETTER of the American Anthropological Association) under various headings, e.g. "News of Anthropologists," "News of Departments," "News of People and Research." Such information appeared regularly within the pages of the NEWSLETTER, and in many cases, particularly for the earlier years of this news communication (1952 to 1965, for example), there is an abundance of relevant data for the historian of anthropology within academic settings. Additionally, beginning in 1965 Dr. Robert W. Ehrich served as the editor of a column "Teaching Anthropology" which appeared regularly within the NEWSLETTER. In 1974 a column edited by Dr. Dward Moore, Jr., began to appear within the pages of the COUNCIL ON ANTHROPOLOGY AND EDUCATION QUARTERLY using this same title, perhaps since it was no longer a regular feature in the NEWSLETTER. Response to this CAE QUARTERLY column proved so strong, that Moore indicated in personal correspondence that he has enough significant material to publish through 1977, already.

In compiling this bibliography, five primary sources of information retrieval were employed:

(1) Indexes. Through April 1975, all volumes of Education Index, Social Sciences Index, and Humanities Index were searched for relevant articles. The heading of "anthropology" was used, with "study and teaching" serving as the primary code phrase within that subject, although when it appeared appropriate others such as "social studies," "methods and techniques," etc. were also examined.

(2) Computer Search. The Data Services facility of the Van Pelt Library, University of Pennsylvania, was utilized in order to more quickly identify those educational resources, many of an unpublished nature. At the time of the search, during August of 1975, the computer file contained citations to reports and journal articles in all fields of education since 1966. The code words searched included "anthropology" and "education," with specific instructions for removal of all citations of the "educational anthropology" approach.

(3) Internal Sources. Particular attention to footnotes or endnotes, and to appended bibliographies contained in all the articles, books, unpublished manuscripts, etc. located in this research was important.

(4) Manuscript Circulation. A rough draft of this present bibliography, numbering sixty-four pages without an introduction, was distributed to interested individuals who responded through a notice in CAE QUARTERLY (1975). Approximately thirty-five copies received circulation in this manner, with perhaps another twenty distributed to interested anthropologists and educators who had learned of the work in other ways. This distribution generated numerous suggestions for other avenues of research, and it produced several additional citations as well as corrections of some overlooked errors in those already identified.

(5) Journal Runs. Additionally, when time and energy permitted, several entire journals were searched in order to locate those possible entries which, for whatever reason, had not been discovered through a standard index search. This was particularly true for the folklore references, letters to the editor, brief notes of a largely descriptive nature, notices of papers presented or meetings held.

More than eighty journals of anthropological and educational interests are represented throughout the approximately six hundred entries, with over four hundred different authors identified. While research has continued up until this month, the bibliography should be considered most probably only thorough through publication date of April 1975. Although some few later published works have been annotated since they came to my attention in other ways than through a systematic literature search, they

have been included here only in the interest of identification, not to attempt to extend the date of the bibliography itself.

The organization of the bibliography follows these six areas:

(1) Ordering is chronological, then alphabetical by author. The latter is sometimes sacrificed in the interest of maintaining the internal integrity of a book or a series of articles presented together within a special focus of the same journal issue. Such a case is always noted, and numbers placed within parentheses following the publication date have been used to call this to the reader's attention, e.g. 1973(1).

(2) In attempting to make this annotated bibliography as useful as seemed possible for subsequent research, as much of the publication information as was available is provided in the entry to ensure clarity, and at times consistency is unfortunately sacrificed among entries.

(3) When a specific source was able to be identified, other than an index, this was noted by placing the information within the brackets to call this to the reader's attention, e.g. [Source Burnett 1974.]. When a specific source was not identified, but the entry did still appear within one or more of the other bibliographic entries, this information was given within the brackets with the word "source" omitted, e.g. [Burnett 1974.].

(4) There are a few content notes which have been included at then end of the bibliography proper.

(5) An addendum has been included in order to include those citations which were located after the manuscript had been prepared for final typing, but which have potential interest for the individuals who will be using this bibliography.

(6) And finally, an index by author has been compiled in order to facilitate the identification of particular works and to more quickly view the contributions of particular individuals which have been identified.

Bibliographies seem never to be complete. There is always some new publication just out, always an older one somehow previously overlooked or misplaced. It is to be hoped, however, that this present bibliographic work will represent a substantial contribution to our knowledge of the study and teaching of anthropology, and that it will prove useful to the anthropologist, the educator, and the anthropologist as educator.

Acknowledgement is now owed to a number of individuals who contributed in one way or another, at some point or another, to this annotated bibliography which is about to be sent to press. My gratitude to Dell Hymes during the initiation of this project has already been mentioned, however, his assistance and encouragement in these latter months of research must also be acknowledged. It was he who provided from his personal library

the important book by Juul Dieserud, The Scope and Content of the Science of Anthropology (1908), which identified numerous significant works from the Nineteenth Century. The extent of Hymes' influence is difficult to adequately measure, but I hope that it is discernible, for it was the major force behind my coming to examine the history of anthropology through the method of bibliographic research.

Dr. Wilfrid C. Bailey provided numerous new references, several suggestions of potentially useful journals and society newsletters to review, and when most needed even copies of the particular articles or final reports which were otherwise unavailable to me. For this assistance, but most particularly for his continuing interest in the project, I am most grateful.

Dr. John J. Honigmann carefully reviewed the original sixty-four page manuscript, sending on additional references drawn from his own extensive bibliographic files. Additionally, his comments on the need for added clarification of the selective process operating at the basis of the research served to stimulate my own rethinking of the contents of the proposed introduction, while not the selective process itself.

Conversations with Dr. Jim Larkin of the Graduate School of Education, University of Pennsylvania, enlarged my understanding of the serious approach to the teaching of the social sciences which can be present within a professional program for the training of teachers. His knowledge of the various publications within the field of education, and his sharing of that knowledge with me, proved most helpful as I stepped out of anthropology and moved into education.

Working without financial assistance, this research was fitted in among teaching responsibilities, dissertation research and writing, a stay in Istanbul, Turkey, and general family and personal demands on my time and energy. Without the extensive depth of the collections of the Museum Library (anthropology), the Penniman Library (education), and the Van Pelt Library (general), all of the University of Pennsylvania, this work would have been near impossible. Additionally, the Inter-Library Loan staffs of Drexel University Library and of Van Pelt Library were always helpful in securing those handful of works which were not available in the Philadelphia area. For the assistance and interest from the staffs of all of these libraries I am most appreciative.

In the preparation of this manuscript in photo-ready form, I must acknowledge the help of my mother, Mrs. Evelyn M. Dwyer. In many ways, and at many times, my work benefited from the presence, and from the sometimes absence, of my husband Stephen M. Shick, and of our daughter Sarah J. Dwyer-Shick.

And finally, for this opportunity to considerably revise the bibliography, but even more importantly, to make it readily available to a potentially wide audience of anthropologists and educators, I am most grateful for the support and the encouragement of Professors Wilfrid C. Bailey and Marion J. Rice of the Anthropology Curriculum Project, University of Georgia, Athens.

If this bibliography stimulates a serious discussion of the teaching of anthropology at all levels of instruction, if this bibliography encourages increased awareness of the importance of researching the history of anthropology as an anthropological problem, I should be most pleased for the involvement in both areas of concern. Recognizing that such a work as this is really never complete, that its completeness is "out-of-date" the moment it is set to print, I would be anxious to correspond with those who will use this bibliography in order to make it increasingly complete and to keep it up-to-date.

Susan Dwyer-Shick

Philadelphia, Pennsylvania
February, 1976

Burke, Luke
1848 Outlines of the Fundamental Doctrines of Ethnology; or The Science of the Human Races. ETHNOLOGICAL JOURNAL 1: 1-8, 129-141, 235-239. [Source Dieserud 1908; not able to verify.]

"Ethnology is a science which investigates the mental and physical differences of mankind, and the organic laws upon which they depend; and which seeks to deduce from these investigations, principles for human guidance in all the important relations of social existence.... Ethnology divides itself into two principal departments, the scientific and the historic. Under the former is comprised everything connected with the natural history of man...under the latter, every fact in civil history, which has any important bearing, directly or indirectly, upon the questions of races."

Broca, Pierre Paul
1863 Review of the Proceedings of the Anthropological Society of Paris. ANTHROPOLOGICAL REVIEW 1:274-310. [Source Dieserud 1908.]

Ethnology is defined by author as being "only a part of the science of man; the other part is general anthropology" and the two form but one science. Ethnology is composed of manners, creeds, industry and arts, and the part each plays in history, but Broca stresses that "all the human races form a great whole, and it is important to examine the group in its ensemble [his emphasis], to determine its position in the series of beings...its common characteristics, whether in the anatomical and physiological or in the intellectual order."

Hunt, James
1863 Introductory Address on the Study of Anthropology. ANTHROPOLOGICAL REVIEW 1:1-20. [Source Dieserud 1908.]

In this address before the Anthropological Society of London, Hunt defines anthropology as "the science of the whole nature of man," and as such deductions must be made by the anthropologist based on materials from the fields of biology, anatomy, chemistry, natural philosophy and physiology. Author defines ethnology as "the history or science of nations or races" and anthropology as the science which has "to deal with the origin and development of humanity" and therefore is concerned with "every thing that will throw light on the physical or psychological history of man."

Hunt, James
1864 President's Address. JOURNAL OF THE ANTHROPOLOGICAL SOCIETY OF LONDON 2:lxxx-xciii. [Source Dieserud 1908; not able to verify.]

"Archaeology and ethnology have hitherto been kept separate to the great injury of both sciences. They both form an integral part of our science....Anthropology includes every science which bears directly on the science of man or mankind and includes anatomy, physiology, psychology, ethnography, ethnology, philology, archaeology and

palaeontology as applied to man. Take either of these branches of science away, and we can no longer form a veritable science of man. ...We only make use of these sciences so far as they will throw light on the past, the present, and the probable future of the human family."

Bendyshe, Thomas
1865 The History of Anthropology. ANTHROPOLOGICAL SOCIETY OF LONDON, MEMOIRS 1:335-458. [Source Dieserud 1908.]

"Anthropology, or the science of man, is that science which deals with all phenomena exhibited by collective man, and by him alone, which are capable of being reduced to law."

Hunt, James
1865 President's Address. JOURNAL OF THE ANTHROPOLOGICAL SOCIETY OF LONDON 3:lxxxv-cxii. [Source Dieserud 1908; not able to verify.]

"Gives a brief history of the terms anthropology, ethnology and ethnography showing that the first mentioned is the oldest.... Quotes ENCYCLOPEDIE DES GENS DU MONDE of 1893: 'Anthropology embraces, 1st, The knowledge of the structure of the body and its parts. 2[n]d, The knowledge of the functions of the body and of its parts. 3rd, The knowledge of the dietic rules to preserve health. 4th, The knowledge of the faculties of the soul and of the mind and of their relations with the body.' The author believes that the word ethnology had better be expunged from the nomenclature of anthropological sciences. He proposes the following terms: (1) Historical anthropology, for what has also been called human palaeontology or of late palaeoanthropology; (2) Descriptive anthropology, for what 'French writers have hitherto called ethnography'; (3) Comparative anthropology, for what 'recent English and American writers have called ethnology', covering 'the science of human races.'"

Hunt, James
1866 Address Delivered at the Third Anniversary Meeting of the Anthropological Society of London. JOURNAL OF THE ANTHROPOLOGICAL SOCIETY OF LONDON 4:lix-lxxxi. [Source Dieserud 1908; not able to verify.]

"The author proposes to add a new division to the three recommended by him in 1865. This would make Anthropology consist of '(1) Archaic anthropology, or the past history of man, from his physical remains and works. (2) Historical anthropology, or the past history of mankind, as deduced from mythology, creeds, superstitions, language, traditions, etc. (3) Descriptive anthropology, or the description of man and mankind. (4) Comparative anthropology, or the comparison of different men and different races of men with one another in the first place, and a comparison of man with the lower animals in the second.'"

Broca, Pierre Paul
1867 Broca on Anthropology. ANTHROPOLOGICAL REVIEW 5:193-204;

6:35-52. [Source Dieserud 1908; not able to verify.]

Translated from NOUVEAU DICT. ENCYCLOPEDIQUE DES SCIENCES MEDICALES. "Anthropology is that science which has for its object the study of the human group considered in its ensemble, in its details and in its relation to the rest of nature....We may bring all the studies relating to the knowledge of the human group under three heads. (1) It is first necessary to determine the position of this group in the series of creatures...[i.e.]Zoological anthropology. (2) The human group once characterised, circumscribed, and classed as a group in its ensemble must then be considered by itself; it must be divided and subdivided, and each of these partial groups must be studied separately. This constitutes Descriptive anthropology. Numerous physiological differences coincide with the physical differences... (3)...General anthropology, which has for its object the study of the human group in its ensemble...."

Davis, Joseph Barnard
1868 Anthropology and Ethnology. ANTHROPOLOGICAL REVIEW 6: 394-399. [Source Dieserud 1908.]

This is a plea for the amalgamation of the Anthropological and Ethnological societies of London, with a call for the retention of the term "anthropological" for the newly created unified society.

Bray, Charles
1871 A Manual of Anthropology, or, Science of Man, Based on Modern Research. London: Longmans, Green, Reader, and Dyer, 358 pp. 2nd ed. London, 1883, 323 pp. [Source Dieserud 1908; verification provided by The British Museum General Catalogue of Printed Books, v. 25, p. 1201; publisher's information varies slightly from Dieserud.]

Dieserud reproduces contents. "In the beginning.—Man.—Morality.—Physics and metaphysics.—Religion.—Sociology.—Summary and conclusions."

Tylor, Edward Burnett
1871 Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Art and Custom.... London: J. Murray, 2 vol. 2nd ed. London, 1873. 1st American ed. from the 2nd English ed. in Boston, 1874. 3rd ed. rev. 1891; 4th ed. 1903. German trans. 1873; French trans. 1876-1878; also translated into Russian and Polish. [Source Dieserud 1908.]

Tylor considered this work a continuation of his earlier researches, particularly that of Researches into the Early History of Mankind, and characterized this book as a study in "rational ethnography," which he defined as "the investigation of the causes, which have produced the phenomena of culture, and the laws to which they are subordinate."

Turner, Sir William
1872 Anthropology; address. BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, REPORT: 145-147 of Notices and Abstracts. [Source Dieserud 1908; citation may be in error, not able to be located with information as given.]

"Anthropology embraces the nature and constitution of physical, psychical and moral man; it studies the differences and resemblances between man and other beings, his habits and language, his history, past, present and future."

Fox, Augustus Lane
1873 Anthropology; address. BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, REPORT: 157-174 of Notices and Abstracts. [Source Dieserud 1908; citation may be in error, not able to be located with information as given.]

"Advocates the forming of special societies, to be regarded as branch sections of anthropology, devoted to (1) Protohistoric or biblical archaeology; (2) Prehistoric archaeology; (3) Philology; (4) Biology, including psychology and comparative anatomy, in so far as it relates to man; (5) Descriptive ethnology."

Topinard, Paul
1877 L'art et L'anthropologie. ASSOCIATION FRANÇAISE POUR L'AVANCEMENT DES SCIENCES: 618-623. [Source Dieserud 1908; citation may be in error, not able to be located with information as given.]

"Insists on the value of the study of anthropology for the artist. Speaks of anthropology as the higher unity that includes and connects the study of physical man, social man, and man in his connection with the rest of nature. It deals with man in his totality, his anatomy, physiology, psychology, archaeology and ethnology. No science has a wider scope or a greater future."

Topinard, Paul
1881 Les Sciences Anthropologiques. REVUE SCIENTIFIQUE 27:19-25. [Source Dieserud 1908.]

The views expressed here are, with only slight variations, identical to those set forward in Topinard's Elements d'Anthropologie Générale, 1885. That is, archaeology, history, geography, linguistics and demography are regarded as accessory anthropological sciences.

Tylor, Edward Burnett
1881 Anthropology: An Introduction to the Study of Man and Civilization. New York: D. Appleton & Co., 440 pp. London: Macmillan, 1892. New York: Appleton, International Scientific Series, vol. 62. [Source Dieserud 1908.]

An important early work which has been often termed an early "textbook" for the study and teaching of anthropology. Contents: (1) Man, ancient and modern; (2) Man and other animals; (3) Races of mankind; (4) Language; (5) Language and race; (6) Writing; (7) Arts of life:

tools, dwellings, fire, cookery, dress, etc.; (8) Arts of pleasure; (9) Science; (10) The spirit-world; (11) History and mythology; and (12) Society.

Fletcher, Robert
1882 Paul Broca and the French School of Anthropology. SATURDAY LECTURES, delivered under the auspices of the Anthropological and Biological Societies of Washington, pp. 112-142. [Source Dieserud 1908; not able to verify.]

"Gives the history of the establishment of the leading ethnological and anthropological societies of Europe and America, with a list of their chief publications. [Fletcher writes that] ethnology is the science which treats of the races of man. Linnaeus and Buffon were its chief founders, but Blumenbach moulded it into the shape which it yet preserves....It classifies mankind according to certain resemblances of features, color, hair, dress, weapons and the like; anthropology takes his anatomical structure as the basis of comparison. Broca speaking of the two says: 'Ethnologists regard man as the primitive element of tribes, races and peoples. The anthropologist looks at him as a member of the fauna of the globe, belonging to the zoological classification, and subject to the same laws as the rest of the animal kingdom.'"

Mason, Otis Tufton
1882 What Is Anthropology? SATURDAY LECTURES, delivered under the auspices of the Anthropological and Biological Societies of Washington, pp. 25-43. [Source Dieserud 1908; not able to verify.]

"Recognizes the following subdivisions: I. Anthropogeny, dealing with the origin of man, the time and location of that event, etc. II. Archaeology. III. Anthropobiology, dealing with the human species as a member of the animal kingdom. IV. Ethnography and ethnology, the former describing the races of man, the latter being the corresponding deductive science. V. Psychology, dealing with mind in the lower animals and in man, its relation to the brain and its various manifestations in different races. VI. Glossology, linguistics or philology, dealing with the origin of language, its fundamental types, and the recording of speech. VII. Technology. VIII. Sociology. IX. Comparative mythology. X. Hexiology, the science of the relations of the physical universe and social environment to human history, migrations, etc."

Mason, Otis Tufton
1883 An Account of Progress in Anthropology in the Year 1881. Washington, D.C.: The U.S. Government Printing Office, 27 pp. [Source Dieserud 1908; not able to verify.]

"The author retains the subdivisions proposed in his lecture of 1882. 'The description of mankind, race by race, may be called Ethnography. All discussions concerning race and the causes leading to race distinctions should be named Ethnology.' He also presents a tentative scheme of nomenclature 'in order to ascertain the opinion of anthro-

pologists as to its merits.' [Under the heading] The Science of Anthropology [Mason records] Observing and Descriptive Stage, Inductive and Classifying Stage, and Deductive and Predictive Stage. 'Anthropogeny' is left undifferentiated. The ending 'geny' might, [writes Mason] be applied also to some of the other terms, thus giving four columns instead of three."

Mason, Otis Tufton

1883 The Scope and Value of Anthropological Studies. SCIENCE 2:358-365. [Dieserud 1908 lists under date of 1884.]

In this address by Mason before the membership of Section H, American Association for the Advancement of Science, of which he was vice-president, the author attempts to define the present scope of anthropology and then to list the values of such anthropological studies: (1) every study is improved by more study, with movement toward systematic and rational organization of fact and of material; (2) essential value of the effects upon human weal (well-being); (3) opportunity which the study affords for the exercise of every talent, even the highest; and (4) assistance which such studies render to philanthropy and to legislation.

Flower, William Henry

1884 President's Address. On the Aims and Prospects of the Study of Anthropology. JOURNAL OF THE ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND 13:488-501. [Source Dieserud 1908; also in NATURE 29:319-322 and POPULAR SCIENCE MONTHLY 25:605-609.]

In his presidential address, Flower distinguishes between ethnology and anthropology. Defining the former as "the study of peoples and races, including their physical characteristics, their intellectual and moral development, their languages, social customs, opinions and beliefs; their origin, history, migrations and present geographical distribution," he suggests that these subjects may be treated under two aspects. First by a consideration of the general laws by which the modifications in all these characters are determined and regulated, i.e. general ethnology; secondly by the study and description of the races themselves, i.e. special ethnology or ethnography. For Flower the subject of anthropology "has a far wider scope. It investigates man's origin and his relations to the rest of the universe. It includes the study of comparative psychology, of prehistoric archaeology and of ethnology as defined above. Physical, mental and moral characters, language, social customs, arts, etc., all contribute to our knowledge of the natural classification of the races of man." According to Flower, anthropology must also invoke the "aid of the sciences of zoology, comparative anatomy, and physiology" in order to carry on its work to the fullest and highest degree.

Tylor, Edward Burnett

1884 American Aspects of Anthropology. POPULAR SCIENCE MONTHLY 26:152-168. [de Laguna 1960; also in Darnell 1974:218-234.] Vice-Presidential address before Section H, British Association for the Advancement of Science, 1884.

The thrust of Tylor's argument before the BAAS, meeting in Montreal, Canada, is best summarized through the use of his own words in the closing sentences of his address: "What is wanted is a Canadian Anthropological Society with a stronger organization than yet exists, able to arrange explorations in promising districts, to circulate questions and requirements among the proper people in the proper places, and to lay a new burden on the shoulders of the already hard-worked professional men, and other educated settlers through the newly opened country, by making them investigators of local anthropology. The Canadian Government, which has well deserved the high reputation it holds throughout the world for wisdom and liberality in dealing with the native tribes, may reasonably be asked to support more thorough exploration, and collection and publication of the results, in the friendly rivalry with the United States Government, which has in this way fully acknowledged the obligation of making the colonization of new lands not only promotive of national wealth, but serviceable to science. It is not for me to do more here, and now, than to suggest practical steps toward this end. My laying before the section so diffusive a sketch of the problems of anthropology, as they present themselves in the Dominion, has been with the underlying intention of calling public notice to the important scientific work now standing ready to Canadian hands; the undertaking of which, it is to be hoped, will be one outcome of this visit of the British Association to Montreal."

Topinard, Paul
1885 Eléments d'Anthropologie Générale. Paris: A. Delahaye et E. Lecrosnier, 1157 pp. [Source Dieserud 1908.]

See Topinard 1881.

Bain, Alexander
1886 The Scope of Anthropology and Its Relation to the Science of Mind. IN Dissertations on Leading Philosophical Topics. London, 1903; pp. 256-267. [Source Dieserud 1908; not able to verify. Additional locations, JOURNAL OF THE ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND 15, and an extract in BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, REPORT 1886.]

"In the ample bosom of anthropology, any really valuable contribution to the science of mind should have a natural place....The perception of a material world, the origin of our ideas, the mystical union of mind and body, free will, a moral sense—are points that I should exclude from the topics of anthropology....The true course will be to welcome all the new experiments for determining mental facts with precision, and to treat psychology with the limitations I have named, as an acknowledged member of the section."

Brinton, Daniel Garrison
1886 Anthropology and Ethnology. IN Iconographic Encyclopaedia, Vol. 1. Philadelphia, pp. 17-184. [Source Dieserud 1908.]

The author is concerned with those three of the various branches of

human learning which make man himself the subject of investigation, to employ Brinton's own words. For the author these are then anthropology, ethnology, and ethnography and although closely allied, they differ both in their methods and in their fields of research, and the distinctions between and among them become important. Brinton defines anthropology as "dealing with man as a zoological species;" ethnology as "contemplating man as essentially a social creature;" and ethnography as "also studying men in communities, but it differs from ethnology by confining itself to the collection of facts and the description of actual relations and customs. It does not undertake to explain their origin, their influence, and their sociologic significance."

Buchanan, Joseph Rodes (Professor)
1888 The New Anthropology. NEW ENGLAND MAGAZINE 6:127-135. [Source Dieserud 1908.]

Author characterizes the so-called "new anthropology" in this way: "When the true and complete anthropology comes, it will start with the familiar facts of anatomy and physiology, which have been so well established by the medical profession, and from these it will advance to a comprehension of the relation of the soul to the brain and the brain to the nervous system of the body." The flavor of the discussion is best illustrated in the following portion of his concluding sentence: "...upon the general concurrence of men of different education, different faith, and different nationality, in the acceptance of the new anthropology, which gives me the calm assurance that every reader of these lines, when not indifferent to scientific progress, may, by giving his attention to my writings, enjoy the pleasure of knowing that the world has arrived at the stage of progress in which the mysteries of the life are made plain, the broadest physical science is harmonized with the highest religious truth, and the possibility of the redemption of human life from all its evils is firmly established."

Boas, Franz
1889 Die Ziele der Ethnologie. New York: Hermann Bartsch, pp. 17-24. [Reprinted in Boas 1940, "The Aims of Ethnology," pp. 626-638; also in Stocking 1974, "The Aims of Ethnology," pp. 67-71.]

This was a lecture given before the Deutscher Gesellig-Wissenschaftlicher Verein von New York, on March 8, 1888. In including this in his book Race, Language and Culture Boas writes in a footnote "I have included this paper in the present series because it illustrates my early views regarding ethnological problems" (p. 626). Boas saw as the "task" of his presentation "to show that it is not idle curiosity or fondness of adventure that induces the scientist to visit distant people of apparently low grades of culture; that we are conscious of a task well worthy of the most strenuous efforts when we collect the languages, customs and tales of tribes whose life differs in fundamental aspects from our own" (p. 638). Boas and Stocking (1940 1974, respectively) differ; both were translated from the original German of the delivery and printing, and both use the 1889 publication

as the source. Boas made slight revisions when making the translation for inclusion in the 1940 collection, and Stocking makes some reference to these. Notice the differences.

Tracy, P.
1889 The First Doctor Philosophiae with Anthropology as Major Subject. AMERICAN ANTHROPOLOGIST 2(O.S.):174. [Original German, "Der erste Doktor philosophiae mit Anthropologie als Hauptfach."]

Paragraph reproduced: "At the University of Munich, on June 9th, 1888, G. Buschan, M.D., graduated as Doctor of Philosophiae summa cum laude. This was the first presentation to the doctente in a German University in which modern anthropology constituted the major subject. In this subject Professor Rank was examiner. The minor subjects were zoology and botany."

Wild, John J.
1889 Outlines of Anthropology. AUSTRALASIAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, REPORT:442-445. [Source Dieserud 1908; not able to verify.]

"The field of inquiry occupied by the anthropologist coincides to a large extent with the domains hitherto appropriated by the historian, the philologist, the antiquarian and the ethnologist....It is not intended to displace these predecessors of and cooperators in anthropological research. On the contrary, the principal object of anthropological science is to concentrate, as it were, in a focus all the information collected up to this date by their separate labours.... The object of anthropology may be more strictly defined as the critical examination of the intellectual and material progress of man from the earliest ages down to the present."

Manouvrier, Léonce
1890 Classification Naturelle des Sciences.—Position et Programme de l'Anthropologie. ASSOCIATION FRANÇAISE POUR L'ADVANCEMENT DES SCIENCES. Compte rendu. 2. partie, pp. 662-682. [Source Dieserud 1908; not able to verify.]

"The author divides the sciences into two large, and different groups, one dealing with general phenomena, and their laws, and the other with special objects. The first includes: mathematics, physics, chemistry, biology (anatomy, physiology, psychology) and sociology; the second: astronomy, meteorology, geography and geology, mineralogy, botany and zoology; the last mentioned science including also anthropology....And just as of late a new branch of anthropology has been created in connection with criminal law, the author believes that the other arts may give rise to other anthropological branches: medicine and hygiene to Medical anthropology, education to Pedagogical, and politics to Political anthropology, etc. These branches will together constitute a third division of the science. As regards existing anthropology it may be looked at from the point of view of the phenomena considered or from that of the groups....The author regards archaeology as a separate science, but makes Sociological anthropology absorb the larger part of the ethnology of Brinton and others."

Powell, John Wesley

1890 The Humanities. FORUM 10:410-422. [Source Dieserud 1908.]

Powell believes that the phenomena with which the anthropologist must deal are "multifarious and complex," and in order that they may be understood "and that their teachings may be wrought into a philosophic system, they must be grouped." Because the "processes of human evolution being not biotic, but cultural, the study of mankind gives rise to a new realm of science," and this science is termed by Powell as "anthropology." But this science might "well be called the science of culture, and perhaps still better the science of the humanities. The classification of mankind fails, because the cultural conditions and agencies of human progress have emancipated man from the laws of biotic evolution under which species are differentiated. But while we cannot classify men, we can classify the humanities; and I propose to give an outline of such classification." In the exposition which follows this introduction to his subject, Powell emphasizes the following particulars:"I. Anthropologic activities spring from biotic activities and are exhibited by brute kind as well as by mankind; but these activities, when highly developed, as in civilization, differ in such degree that a complete transformation is wrought. II. When these activities are thus transformed they can be classified to exhibit their genesis....III. The progress of mankind, or human evolution, differs from animal evolution, in that the law of the survival of the fittest in the struggle for existence is largely repealed in its effect upon man, and is superseded by the laws of culture, which depend on human endeavour."

Buckland, Anne Walbank

1891 Anthropological Studies. London: Ward and Downey, 295 pp. [Source Dieserud 1908; verification provided by The British Museum General Catalogue of Printed Books, v. 28, p. 1277.]

Emphasizes that "...the religions and superstitions, the myths and fables of widely-separated races, form an important link in tracing the origin and migrations, the commerce and early intercourse between" races. Without such materials included within a definition of anthropology, such a definition "hardly exhausts the list of subjects included under the term anthropology," according to Buckland.

Mason, Otis Tufton

1891 Progress of Anthropology in 1890. THE SMITHSONIAN INSTITUTION ANNUAL REPORT, 1890:527-608; bibliography pp. 558-608. [Source Dieserud 1908; bound copy employed date of 1890 on volume binding, with date of 1891 on inside cover page.]

According to Mason, "a complete syllabus of anthropology would include—first, what man is, and second, what man does. What man is may be denominated structural anthropology; what man does, functional anthropology." And, "Just as soon as any set of phenomena or facts concerning our species may be arranged, classified, and studied after the manner of the naturalist, only then should they be admitted into the laboratory of anthropology. [See other years for similar reports.]

Brinton, Daniel Garrison
1892(a) Anthropology: As a Science and as a Branch of University Education. Philadelphia: Privately printed and circulated by Brinton, 15 pp. [de Laguna 1960; Hallowell 1964. Copy at the University Museum, the University of Pennsylvania, Philadelphia; Mu913, B775.2.]

"This very brief presentation of the claims of anthropology for a recognized place in institutions of higher education in the United States will, I hope, receive the thoughtful consideration of the officers and patrons of our universities and post-graduate departments....I make an earnest appeal to our seats of advanced learning to establish a branch of anthropology on the broad lines herein suggested....The rightful claims of this science will be recognized only when it is organized as a department by itself with a competent core of professors and curators, with well-appointed laboratories and museums, and with fellowships for deserving students." Outline presented by Brinton: (1) What anthropology is; (2) The value of anthropology; (3) Societies and schools for the study of anthropology; (4) Subdivisions of anthropology; and (5) Means of practical instruction. The scheme proposed for the general instruction in anthropology included: (1) synopsis of a lecture course; (2) laboratory work; (3) library work; (4) fieldwork; and (5) text books.

Brinton, Daniel Garrison
1892(b) The Nomenclature and Teaching of Anthropology; Comment by John Wesley Powell. AMERICAN ANTHROPOLOGIST 5(O.S.): 263-266; 266-271. [Dieserud 1908; de Laguna 1960; Hallowell 1964.]

Abstract of an address delivered before the Anthropological Society of Washington, April 15, 1892. Brinton sets forward his scheme for the terminology and the classification of the anthropological sciences: I. Somatology; Physical and experimental anthropology; II. Ethnology; Historic and analytic anthropology; III. Ethnography; Geographic and descriptive anthropology; and IV. Archaeology; Prehistoric and reconstructive anthropology. In the comments, Powell sets forward his own view of the subject. He would divide Anthropology into (1) Somatology: the biology of man, including origin and development of the human race, embryology, anatomy, physiology, pathology, etc.; (2) Psychology, including psycho-psychics, physiological psychology, etc.; (3) Ethnology: the science of humanities, including technology, philology, sociology, esthetology, sophiology (including mythology: cult-lore and folk-lore), natural religion, almost synonymous with worship, the arts of religion, excluding theology proper. Also suggests an alternate way for the division of the study of Ethnology proper, with the term Ethnography to be used to designate any description of ethnologic material. To Powell, Archaeology was not a distinct science, but it refers only to some of the methods by which the facts of ethnology are obtained.

Starr, Frederick
1892 Anthropological Work in America. POPULAR SCIENCE MONTHLY 41:289-307. [Source de Laguna 1960.]

Author defines the scope and limits of his article in the introductory sentence: "The object of this article is not to present a history of anthropology in America, but to sketch briefly some of the work at present done, so as to show the aims and methods of our workers in the science." Article is a survey of activities in the teaching of anthropology; the areas of research; and the publications within the emerging field. Included are seventeen portraits of anthropologists of that day, including: Sumner, Putnam, Gatschet, Brinton, Abbott, Morse, Powell, Mallery, Cushing, Mason, Wilson (Hon. Thomas), Fewkes, Bandelier, Nuttall, Fletcher, Peet, and Wilson (Sir Daniel). Looking over the list, many are not exactly "household" names, even to historiographers of the discipline. However, the use by Starr of this "biographical" approach to the activities of his day does provide the reader with an insight into who were perhaps considered the "names" of Starr's time.

Brinton, Daniel Garrison
1893 Department of Archaeology. IN Benjamin Franklin and the University of Pennsylvania. Francis Newton, ed. Washington, D.C.: Government Printing Office; Chapter XX, pp. 377-383. [Information taken from a copy of the book; however, date and publishing information may vary, for an unknown reason. For example, 1892 instead of 1893; Thorpe instead of Newton as editor.]

Brinton presents the circumstances surrounding the establishment of a Department of Archaeology at the University Museum, the University of Pennsylvania, and his own teaching appointment within this setting. [See Darnell 1967 for a discussion of this in depth.]

Hughes, Thomas, S.J.
1893 Anthropology; An Historical Sketch. AMERICAN CATHOLIC QUARTERLY REVIEW 18:604-627. [Source Dieserud 1908.]

A rather superficial attack on anthropology as a science, relying for most of his knowledge of anthropology, it seems, on the Mason report (SMITHSONIAN 1890, 1891). The thrust and language of this attack is illustrated by the following: "In proposing to give a historical sketch of anthropology, we could almost venture to call it a biographical notice. So dear and charming is this science of theirs in the eyes of anthropologists that their rhetoric indulges in amplification and their fancy in fevered exaltation." And he provides his own definition of anthropology as "the science about man's place in nature," and "the craft for sinking a human being over head and ears in brute matter."

Munro, R.
1893 Anthropology; Presidential Address. BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, REPORT:885-895. [Source Dieserud 1908; however, Macalister, Alexander is cited instead of the correct Munro, R.; pp. 886 instead of the correct 885.]

Author characterizes anthropology as yet not having earned its title

to ranking as an independent science, this being indicated by the difficulty of framing a definition at the same time comprehensive and distinctive. About the problems of anthropology, Munro writes that "many of the problems with which we deal are common to us and to psychologists; others are common to us and to students of history, of sociology, of philology and of religion; and in addition we have to treat a large number of other matters aesthetic, artistic, and technical, which it is difficult to range under any subordinate category."

Chamberlain, Alexander F.
1894 Anthropology in Universities and Colleges. THE PEDAGOGICAL SEMINARY 3:48-60. [Source de Laguna 1960; characterizes article as a "valuable survey."] Periodical changed name after 1954 to THE JOURNAL OF GENETIC PSYCHOLOGY, CHILD BEHAVIOR, ANIMAL BEHAVIOR, AND COMPARATIVE PSYCHOLOGY.

Chamberlain introduces article with a definition of anthropology as "the study of man in accordance with the laws of inductive research," and offering "in its various sub-departments a wide and useful series of academic studies." The intent of the discussion is to "exhibit in the tersest form possible the present state of anthropological study in the higher institutions of learning in Europe and America, and to indicate how great has been the interest shown in, and the attention devoted to, this subject in very recent years. Article provides a review of those academic institutions which offered, or still offer, course work in anthropology (exclusive of comparative philology), and includes department, title, and instructor, when this information was available. A "Brief Bibliography of the Recent History of Anthropology" is included, pp. 59-60, and a few citations may be of interest to the readers of this present annotated bibliography.

Dorsey, George A.
1894 The Study of Anthropology in American Colleges. THE ARCHAEOLOGIST 2:368-373. [Source Voegelin 1950; de Laguna 1960. Voegelin characterizes this article as "earliest survey of anthropology in American Universities." Only two volumes, approximately twenty-four numbers, of THE ARCHAEOLOGIST appeared.]

"The subject of this paper was suggested to me by a pamphlet entitled Graduate Courses which has recently been compiled by a committee of the Graduate Club of Harvard University. Section 13 of that pamphlet is devoted to Social Science, Anthropology and Ethnology, and gives in detailed form all the courses on their subjects which are offered by nineteen of our leading colleges. From this list I have endeavored to eliminate all courses devoted to pure economics while those which may be said to fall within the field of Anthropology, using that word in its broadest sense, have been retained." Also cites Brinton 1892 (a) as helpful in the preparation of this discussion of universities, professors, and courses. Concludes, "A rapid glance over what has been said reveals the fact that Anthropological studies of some sort are given in sixteen colleges while well organized departments of Anthropology are to be found in four. Taking into consideration the

fact that only recently has this science been recognized as a part of a college education abroad and in America, especially the ground which has been gained is considerable and furnishes much that is encouraging to American students of Anthropology" (p. 373).

Flower, William Henry

1894 Presidential Address: Some Account of the History and Present Condition of the Study of Anthropology in this Country. BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, REPORT:762-774. [Source Dieserud 1908; not able to verify.]

"The old term ethnology, or the study of peoples and races has a limited and definite meaning. It treats of the resemblances and modifications of the different groups of the human species in their relations to each other, but anthropology, as now understood, has a far wider scope. It treats of mankind as a whole. It investigates his origin and his relations to the rest of the universe. It invokes the aid of the sciences of zoology, comparative anatomy and physiology....Geology must lend its assistance....The study of the works of our earliest forefathers—'prehistoric archaeology' as it is commonly called—is now almost a science itself."

Munro, Robert

1894 The Rise and Progress of Anthropology. ROYAL SOCIETY OF EDINBURGH, PROCEEDINGS 1892-1895, 20:215-244. [Source Dieserud 1908; however, date of citation is 1892 instead of the more correct 1894.]

An address delivered by Robert Munro at the request of the Council, May 7, 1894. "In regard to ethnology, it is almost unnecessary to say anything. The geographical distribution of the various races of man, the physical peculiarities of the bodies and features,—The conformation of the skull, the size and structure of the brain, the colour of the skin, eyes, and hair,—together with the products of different civilisations scattered over the globe, are amongst the most essential elements which enter into this science. At the present time, indeed, great prominence is given to the collection and assortment of such ethnological materials brought by travellers from all parts of the world."

Starr, Frederick

1894 What Is Anthropology? THE CHAUTAUQUAN 19:25-29. [Dieserud 1908.]

Author reviews the literature of anthropology, including especially the various and differing ways in which the subject as a field of inquiry has been, and is, defined. "In no other science probably is there so much indefiniteness in terminology as in anthropology. The word anthropology itself is used with several different meanings and the names of the subordinate sciences usually considered as comprised within it are variously applied. We cannot in this article attempt to bring order out of this chaos: we can only try to show what subjects the anthropologist studies and how they are related to each other." For Starr "the study of mankind is recent. Anthropology is a science

of this century, almost of its latter half. It has had to fight its way to recognition—nay, still is fighting [his emphasis]....We are beginning to realize that man's proper study is mankind. Anthropology is claiming its rank among the sciences" (p. 29).

Tylor, Edward Burnett
1894 Anthropology. IN Encyclopaedia Britannica, 9th ed. Philadelphia; v. 2, pp. 94-108. [Source Dieserud 1908; not able to verify.]

"To anthropology contribute various sciences, which hold their own independent places in the field of knowledge: anatomy, physiology, psychology, philology, ethics, sociology and the science of culture. Out of this material anthropology should elaborate as completely as may be, the synopsis of man's bodily and mental nature and the theory of his whole course of life and action from his first appearance on earth. It treats of (I) Man's place in nature. (II) The origin of man. (III) The races of mankind, including the question of monogenism and polygenism. (IV) Antiquity of man. (V) Language. (VI) Development of civilization."

Brinton, Daniel Garrison
1895 The Aims of Anthropology. SCIENCE 2(N.S.):241-252. [Source Dieserud 1908.]

Address by the retiring President of the American Association for the Advancement of Science, at the Springfield meeting, August 29, 1895. Brinton employs the term anthropology in the sense in which it had been adopted by the AAAS, that is, "to include the study of the whole of man, his psychical as well as his physical nature, and the products of all his activities, whether in the past or in the present." He characterizes anthropology as "one of the newest of the sciences; in fact, it has scarcely yet gained admission as a science at all, and is rather looked upon as a dilettante occupation, suited to persons of elegant leisure and retired old gentlemen, and without any very direct or visible practical application of concern with the daily affairs of life. It is with the intention of correcting this prevalent impression that I address you today."

Brabrook, Edward William
1896 Anniversary Address: Work of the Institute....Previous Presidential Addresses; Unity of the Anthropological Sciences. JOURNAL OF THE ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND 25:379-404. [Source Dieserud 1908.]

After a rather lengthy review of several previous presidential addresses before this body, Brabrook takes exception to those who would restrict the term of "anthropology" to physical man, regarding psychology and ethnography as independent and separate sciences. For him, "the study of man includes that of all his faculties and powers, his superstitions and modes of thought, his customs and his industries, the relics of his past history and the development of his powers of mind and body under all the conditions of his existence. I am glad to

find in that we are supported by our American colleagues...."

Dorsey, George A.
1896 The History of the Study of Anthropology in Harvard University. THE DENISON QUARTERLY 4(2):77-97. Reprinted, ANTHROPOLOGICAL PAMPHLETS 150(10). [de Laguna 1960.]

Discusses the development of the subject at Harvard from 1866, the founding of the Peabody Museum of American Archaeology and Ethnology; the establishing of the Department of American Ethnology and Archaeology in 1885 [Department announced in 1890 that it was now ready to accept students for the awarding of degrees]; and through 1895, including courses offered, enrollment, publications, financial support, and expansion plans. Dorsey received the first Ph.D. in anthropology from Harvard in 1894.

Fellows, George Emory
1896 The Relation of Anthropology to the Study of History. THE AMERICAN JOURNAL OF SOCIOLOGY]:41-49. [Source Dieserud 1908.]

Presents the argument for student historians to study anthropology, for it is "on the borderline of history" (p. 46), and since "history is the whole of human life, we must know all we can about man if we make any attempt to understand his acts and grasp the full significance of his influence upon his race and age" (p. 49).

Dorsey, George A.
1897 Physical Anthropology. SCIENCE 6(N.S.):109-120. [Source Dieserud 1908.]

Lecture delivered at the Field Columbian Museum [Field Museum of Natural History, Chicago], on March 20, 1897. Author states that through the application of the methods of zoological investigation to man, it is possible for physical anthropology to investigate "his ancestry, of the time of his appearance on earth, of his kinds or varieties or species, of the comparative fertility of races, of the fertility of hybrids, of the laws of heredity and descent, and of the nature and influence of food, climate and environment upon man, and finally of man's relation to other animals." Physical Anthropology depends for its data upon paleontology, embryology, anatomy, physiology and experimental psychology, according to the author.

Fewkes, J.W.
1897 Anthropology. IN The Smithsonian Institution 1846-1896: The History of Its First Half-Century. G.B. Godde, ed. Washington, D.C.: Devine Printers; pp. 745-772. [Source Darnell 1969; however, pp. 316-348 instead of the correct pp. 745-772 appears.]

Author credits the Smithsonian Institution with the advancement of knowledge and its subsequent diffusion among men. Emphasizes the role which a "rich and well-arranged collection of anthropological material" and "a well-arranged museum" plays to scholarship and to the education of the general public, "teaching many who are not

reached by other methods."

McGee, W.J.
1897 The Science of Humanity. SCIENCE 6(N.S.):413-433. [Source Dieserud 1908.]

Vice-Presidential address before Section H of the American Association for the Advancement of Science, delivered at Detroit, on August 9, 1897. McGee divides anthropology into (1) Physical anthropology, including somatology, ethnology, understood as the science of races, and psychology, the study of the human brain; and into (2) Humanity, the science which includes esthetology, technology, sociology, philology and sophiology.

Munro, Robert
1897 Prehistoric Problems....Edinburgh and London: W. Blackwood and Sons; 371 pp. [Source Dieserud 1908; verification provided by The British Museum General Catalogue of Printed Books, v. 1C?, p. 46.]

"Range and scope of anthropology:...From the new standpoint, anthropology has a much wider scope, and embraces the origin, development, and civilisation of mankind." Munro divides the field into (1) Ethnology, (2) Language, (3) Structural relationship of man with other living organisms, (4) Fossil remains of man, (5) Handicraft products of man, and (6) The bearing of geology on the prehistoric remains of man. Ethnology includes "the geographical distribution of the various races of man, the physical pecularities of the bodies and features,—the conformation of the skull, the size and structure of the brain, the colour of the skin, eyes, and hair,—together with the problems of different civilisations scattered over the globe." [Compare the later part of this discussion by Monroe with his address of 1894.]

Brabrook, Edward William
1898 The Past Progress and Present Position of the Anthropological Sciences. THE SMITHSONIAN INSTITUTION ANNUAL REPORT, 1898:621-636. [Source Dieserud 1908; however, title varies slightly, and entry is under date of 1899, BAAS REPORT:999-1010.]

According to Brabrook, anthropology is in fact a "group of sciences," including physical anthropology, comparative anthropology, prehistoric archaeology, psychology, linguistics, folk-lore, ethnography, sociology. The conclusion by the author is that "the student of man must study the whole man."

Brinton, Daniel Garrison
1898 International Catalogue of Scientific Literature. Report of the Committee of the Royal Society of London, with the Schedules of Classification. Schedule Q, Anthropology. SCIENCE 8(N.S.):375-376. [Source Dieserud 1908.]

This is the classification proposed by F. Galton (1898); it was not

adopted. Brinton criticizes the omissions, including specific references to ethnography, and to the study of folk-lore, which he states is "a curious omission in these days." [See also Boas 1899; McGee 1899.]

Galton, Francis

1898 Syllabus of Anthropology Prepared for the International Catalogue Committee of the Royal Society of London. JOURNAL OF THE ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND 27:361-364. [Source Dieserud 1908; citation may be in error, not able to be located with information as given.]

This classification was not adopted. Main divisions as outlined in Dieserud annotation are: "General works; museums and collections; archaeology; anthropometry; races; industrial occupations and appliances; arts of pleasure; communication of ideas; [not readable]; superstition, religion, customs; administration [and economics]; sociology, chiefly of primitive races."

Haddon, Alfred Cort

1898 The Study of Man.... New York: G.P. Putnam's Sons; London: Bliss, Sands, & Co.; 410 pp. [Source Dieserud 1908; not able to verify.]

"On the continent the term anthropology is restricted to what we in England term physical anthropology or somatology...the study of man as an animal...We prefer to retain the word anthropology for the study of man in its widest aspect. Ethnography is the description of a special people, whether it be a small tribe, the natives of a restricted area, or a large nation; it includes a comparative study of human groups...thus it deals with the classification of peoples, their origin, and their migrations. Ethnology may also be divided into several branches, the four more important of which are sociology, technology, religion and linguistics." Dieserud notes that an appendix was included: "The classification of anthropology by Dr. Brinton."

Boas, Franz

1899(a) Advances in Methods of Teaching. SCIENCE 9(N.S.):93-96. Discussion before the New York meeting of the American Naturalists and Affiliated Societies, December 1898. [Reprinted in Boas 1940:621-625.]

Anthropology is seen as "one of the subjects that have been added to the university curriculum quite recently," and it is for this reason that Boas devotes his remarks to "a consideration of the field that anthropological instruction is intended to cover and of its relations to allied sciences rather than to a discussion of methods of instruction" (p. 621). The remainder of the article attempts to briefly outline the scope and methods of anthropological research, demonstrating the essential nature of the subject to scholars and students of other disciplines, for example, psychology, sociology, biology. In summary, Boas considers a knowledge "of the outlines of anthropology"

to be of "educational value, particularly in so far as it broadens the historical views of the student, because it extends his view over cultures and civilizations that have grown up uninfluenced by our own. The advances made by our own race will appear to him in a truer light when he is able to compare then with the work done by other peoples and races; and if he understands how much our own civilization owes to the achievements of people who appear to be at present on a low level of culture. The methodological value of the teaching of anthropology lies in the fact that it shows the possibility of applying inductive methods to the study of social phenomena" (pp. 624-625). [All page references to Boas 1940.]

Boas, Franz
1899(b) Q. Anthropology. SCIENCE 10(N.S.):173-174.

Another criticism of the proposed classification of Anthropology as put forward in the "Report of the Committee of the Royal Society of London" (Galton 1898); this time for not seeming "to be very systematic." Boas proposes that "for descriptive material a less number of sub-divisions combined with geographical sub-divisions might be used, while for ethnological discussions the geographical sub-divisions might be disregarded, and an exhaustive ethnological sub-division might take its place" (p. 174). [See also Brinton 1898; McGee 1899.]

MacCurdy, George Grant
1899 Extent of Instruction in Anthropology in Europe and the United States. SCIENCE 10(N.S.):910-917. [Voegelin 1950; de Laguna 1960.]

Through personal correspondence the author was able to determine that at least forty-eight institutions in thirteen countries offered some form of instruction in anthropology by 1899, the date of this article. The teaching force was placed at seventy-four, with seventeen being in the United States; in professorships (in the strict sense of that term) only one was in the United States—Franz Boas at Columbia University, New York City. The substance of MacCurdy's article was presented before the AAAS meeting, Columbus, Ohio, in August 1899, and led to the appointment of a committee to "consider ways and means of furthering the instruction in anthropology in all the institutions of learning and to report back at the Christmas meeting of the Society" (p. 911). Committee members included: W.J. McGee, Washington, D.C.; F. Russell, Cambridge; and G.G. MacCurdy, New York; added at the first meeting were F. Boas, New York, and W.H. Holmes, Washington, D.C.

McGee, W.J.
1899 Anthropology. SCIENCE 10(N.S.):48-50. [Source Dieserud 1908.]

This is a severe criticism of the classification scheme as submitted by F. Galton before the International Catalogue Committee of the Royal Society of London. McGee acknowledges that special difficulties were no doubt encountered in dealing with the subject of anthropology, "for the reason that this youngest of the sciences is not yet organized in a manner acceptable to the entire body of students," and therefore the

"scheme proposed is not classific in any proper sense, but rather a nearly random random assortment of catchwords" (p. 48). He concludes that "the final test of the value of any catalogue is found in the practical operation of the law of supply and demand, with respect to both raw material and finished product. As bearing on this test, it may be observed that no working anthropologist in the Bureau of American Ethnology would seriously undertake the cataloguing of anthropologic literature, or any branch thereof, in accordance with the extravagantly complex scheme of the Royal Society Committee, and that the library of the Bureau could not be arranged under it" (p. 50). [See also Brinton 1898; Boas 1899.]

Topinard, Paul

1899 Science and Faith, or Man as an Animal, and Man as a Member of Society; With a Discussion of Animal Societies.... Translated from the author's manuscript by Thomas J. Mc Cormack. Chicago: Open Court Publishing Co.; 374 pp. [Source Dieserud 1908; not able to verify.]

"The author defines anthropology as the science of man considered from all points of view. It includes (1) Anthropology in its restricted sense, which studies man as an animal, and as a species consisting of several varieties or races and (2) Ethnical anthropology, which is concerned with peoples and tribes, their historic and prehistoric culture, their environment, food, industry, customs, language and religion, arts and literature, institutions, ideas and morals....The author does not any more place human psychology in a separate third division. It is partly to be classed with human physiology and partly with ethnology."

Wilson, Thomas

1899 The Beginnings of the Science of Prehistoric Anthropology. AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, PROCEEDINGS 48:309-353. [Source Dieserud 1908; not able to verify.]

"Anthropology includes everything related to man, his physical, intellectual, psychologic characteristics; and these extended through all ramifications. The author proposes the following subdivisions: (1) Biology and comparative anatomy. (2) Comparative psychology (Literature, language, religious creeds and cults). (3) Industry. (4) Architecture and Fine Arts. (5) Sociology."

Deniker, Joseph

1900 The Races of Man: An Outline of Anthropology and Ethnography. London: Walter Scott; New York: Charles Scribner's Sons; 611 pp. [Source Dieserud 1908; however, Ethnology instead of the correct Ethnography appears. Verification provided by The British Museum General Catalogue of Printed Books, v. 50, p. 1093.]

"The science which concerns itself more especially with the somatical characteristics of the genus Homo, whether considered as a whole in his relations to other animals or in his varieties, bears the name of

anthropology; that which deals with the ethnical characteristics is called ethnography in some countries and ethnology in others. This latter science should concern itself with human societies under all their aspects; but as history, political economy, etc., have already taken possession of the study of civilised peoples, there only remains for it the peoples without a history, or those who have not been adequately treated by historians. However, there is a convergence of characters in mankind, and we find even today the trace of savagery in the most civilised peoples. Ethnical facts must not then be considered separately."

Dorsey, George A.
1900 The Department of Anthropology at the Field Columbian Museum: A Review of Six Years. AMERICAN ANTHROPOLOGIST 2:247-265.

Author draws upon the publications of the Museum (A Historical and Descriptive Account of the Field Columbian Museum, December 1894; and The Annual Report of the Director to the Board of Trustees, Vol. 1, Nos. 1-5, 1895-1899) in order to summarize the origins of the Museum and of the Department of Anthropology.

Boas, Franz
1901,1974 The Boas Plan for American Anthropology. Copy of letter (May 16, 1901) from Boas to Zelia Nuttall preserved in the Boas Papers, American Philosophical Society, Philadelphia. Published in George W. Stocking, ed., The Shaping of American Anthropology, 1883-1911. New York: Basic Books; pp. 286-289.

This letter, written in response to an inquiry from Nuttall regarding the establishment of anthropology in California, contains what Stocking termed "Boas' vision of the way he might build upon this institutional base [at Columbia]" which had been started. Boas wrote that "it is a matter of the greatest importance that the work in California should be taken up with the greatest energy. If the question were asked how greater funds could be expended advantageously, I would suggest that the following method would give the most satisfactory results: Establish for a period of five years four fellowships in ethnology and two fellowships in archaeology. Let these fellowships be made for the first few years in Columbia for ethnology and in Harvard for archaeology. As soon as one of these fellows is trained far enough to do independent work, let the fellowship be transferred to the University of California, and give the fellow an opportunity to do field-work in that State. I stated in my last letter how much it would cost to carry on field-work and to pay for publication. For the next five years, and not longer, give me the opportunity to direct the operations, in order to establish them on a definite systematic basis, and I am certain that at the close of this time a strong department in the University of California could be formed entirely independently of any further co-operation on our part" (Stocking 1974:289). This proposal for control was not accepted, although Boas did remain on the advisory board of the venture supported through financial support of Phoebe Apperson Hearst, University of California, Berkeley, for the next few years.

Read, Charles Hercules
1901 Presidential Address. JOURNAL OF THE ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND 31:9-19. [Source Dieserud 1908.]

Delivered at the Anniversary Meeting of the Anthropological Institute of Great Britain and Ireland, February 4, 1901. In speaking about the International Catalogue of Scientific Literature, the author states: "The exclusion from such a scheme of every branch of anthropology except that dealing with the physical characters of man, reveals, however, a state of mind in English science that can scarcely be called scientific, and differs widely from that prevailing on the Continent or in America." Read's final conclusion is that in practice it will be found that it is impossible to deal with physical anthropology, without also taking into consideration the vast amount of important literature dealing with man as a social being.

Russell, Frank
1901 Laboratory Outlines for Use in an Introductory Course in Somatology. AMERICAN ANTHROPOLOGIST 3:28-50. [Source de Laguna 1960.]

According to Russell, at Harvard University there are two classes of students that take courses in Somatology: those who are preparing for the profession of medicine, and those who are "fitting" for professional work in anthropology. The rather detailed outlines are published "in the hope that they might prove useful to students" of the subject.

Boas, Franz
1902,1974 Anthropological Instruction in Columbia University. Copy of letter (Nov. 15, 1902) from Boas to President Nicholas Murray Butler, Columbia University, preserved in the Boas Papers, American Philosophical Society, Philadelphia. Published in George W. Stocking, ed., The Shaping of American Anthropology, 1883-1911. New York: Basic Books; pp. 290-293.

This letter is technically a budget proposal for the coming academic year, however, Boas outlines in considerable detail the areas of accomplishment in anthropology at Columbia since such instruction began in 1893-1894 under Drs. Farrand and Ripley, and his own appointment as lecturer in anthropology (1896) and then as professor of anthropology (1899). The total budget, including faculty salaries and the purchase of laboratory equipment, was at $7,300 for the year 1903-1904.

Haddon, Alfred Cort
1902 What the United States of America is Doing for Anthropology. NATURE 66:430-431 (Aug. 28).

Abridged from the Presidential Address delivered by Haddon before the Anthropological Institute of Great Britain and Ireland and printed in its JOURNAL 33:11-23 (1903). Article cites MacCurdy (1902) and goes on to review fieldwork, museums, teaching at the university level, etc.

Holmes, William Henry and Otis Tufton Mason
1902 Instructions to Collectors of Historical and Anthropological Specimens. Part "Q" of the BULLETIN OF THE U.S. NATIONAL MUSEUM, No. 39, 16 pp. Washington, D.C. Government Printing Office. [Source Dieserud 1908; not able to verify.]

"The anthropological instructions are grouped under the following headings: A. Somatological collections: (1) Observations on the living; (2) Anatomical collections; (3) Physiological processes, including vital processes in health and disease, and physiological psychology. B. Ethnological collections: (I) Arts and activities (relating to food, dress, habitations, agriculture, commerce, etc.); (II) Communications; (III) Social Life; (IV) Aesthetic culture; (V) Knowledge; (VI) Religions; (VII) Environment."

Houghton, F.[1]
1902 Cooperation Between the Anthropology Museum and the Public School. Abstract of paper read at Section H (Anthropology) of AAAS. SCIENCE 15:397.

MacCurdy, George Grant
1902 The Teaching of Anthropology in the United States. SCIENCE 15:211-216. [Voegelin 1950; de Laguna 1960.]

Author documents through questionnaire and personal correspondence that by 1902 at least thirty-one universities and colleges in the United States were offering courses in anthropology in conjunction with other subjects; and that the Phillips Academy, Andover, Mass., had also instituted a program and hired instructors. Breakdown of figures is presented: (1) with sociology, 9; (2) with philosophy, 5; (3) with psychology, 3; (4) with geology and zoology, 5; (5) with medicine, 1; (6) by itself as anthropology, 5; and (7) 3 were unable to be classified. MacCurdy concludes, "This seems to be the normal role of development and would of itself, in time, suffice to carry instruction in anthropology to every growing college and university in America."

Boas, Franz
1903,1974 A Plea for a Great Oriental School. JOURNAL OF THE AMERICAN ASIATIC ASSOCIATION 3:7-8. [Reprinted in Stocking 1974:294-297.]

This is a letter from Boas to Morris K. Jesup, Esq., President, the Committee on Collections from Eastern Asia, American Museum of Natural History, New York, in the former's capacity as Secretary to the Committee. In this report on the general work carried out under the direction of the Committee, Boas emphasizes that "we also wish to imbue the public with greater respect for the achievements of Chinese civilization. Our object has not been to bring together a collection of Chinese works of art—this matter belongs more properly to the scope of an art museum—but to emphasize the general characteristics of Chinese culture" (Stocking 1974:294). [In his brief discussion of the particular selection, Stocking (p. 285) states that it perhaps

"suggests one facet of Boas' response to the new American imperialism of the late 1890's," although Stocking admits that Boas later "saw this as his own moment of awakening from the American dream".]

Haddon, Alfred Cort
1903 President's Address: Anthropology, Its Position and Needs. JOURNAL OF THE ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND 33:11-23. [Source Dieserud 1908.]

In this address before the Anthropological Institute of Great Britain and Ireland, 1902, the author provides the subdivisions of anthropology in this manner: (I) Anthropography or physical anthropology; (II) Ethnology, including ethnography; and (III) Psychology, both individual and ethnical, and that these three parts should be included when writing ethnographical monographs. [See also Haddon 1902.]

Holmes, William Henry
1903 Classification and Arrangement of the Exhibits of an Anthropological Museum. Washington, D.C.: Government Printing Office; 253-278 pp. From the Report of the U.S. National Museum for 1901. [Source Dieserud 1908; not able to verify.]

"The available materials are of two principal classes. The first relates to man himself as a biological unit, and the second to the works of his hands, the creations of his developing mind....The first division is known as physical anthropology, often called somatology; the second may in contradistinction be called culture anthropology, since it embodies the vast range of the essentially human activities ....Physical anthropology includes the study of man as a species of animal, of his races and varieties, his external characters, his anatomy, physiology, and pathology."

Boas, Franz
1904,1974 The History of Anthropology. SCIENCE 20(N.S.):513-524. [Reprinted in Darnell 1974:260-273; Stocking 1974:23-36.]

Address delivered at the International Congress of Arts and Science, St. Louis, September 1904. Boas characterizes his presentation as a discussion, in the brief amount of time allotted, of "the general conditions of scientific thought that have given rise to anthropology" (Darnell 1974:260). For Boas, "the historical development of the work of anthropologists seems to single out clearly a domain of knowledge that heretofore has not been treated by any other science. It is the biological history of mankind in all its varieties; linguistics applied to people without written languages; the ethnology of people without historic records, and prehistoric archaeology" (p. 272). He goes on to suggest that "the time is rapidly drawing near when the biological branch of anthropology will be finally separated from the rest and become a part of biology," and to lay before his audience "a last word as to the value that the anthropological method is assuming in the general system of our culture and education" (pp. 272-273).

Duckworth, Wynfried Lawrence Henry
1904 Morphology and Anthropology, A Handbook for Students. Cambridge: University Press; 564 pp. A publication in the Cambridge Natural Science Manuals, Biological Series. [Source Dieserud 1908; verification provided by The British Museum General Catalogue of Printed Books, v. 56, p. 602.]

"Anthropology being now regarded as the natural history of man, it became necessary to investigate not only his bodily structure but his intellectual powers and then manifestations; not only these, but even the origins of human society, and of arts and sciences of whatever kind, were gradually added to the list, so that anthropological literature now deals with a variety of subjects so diverse as the studies of languages, of the special senses in civilized and savage races, of decorative art, of the origin of religion, of picture-writing, of children's games, of keramics, of metallurgy, and of midwifery. In fact, anthropology is no longer a single science, but a group of these."

Haddon, Alfred Cort
1904 Syllabus of a Course of Five Lectures on the Geographical Distribution of Man, The Natural History of Man. Spring Term. Printed for The London County Council. No.699.

The outline of a series of five public lectures which Haddon presented under the auspices of The London County Council, at the Horniman Museum, Forest Hill, S.E.

Hewett, E.L.
1904 Anthropology and Education. AMERICAN ANTHROPOLOGIST 6: 574-575.

Author calls attention to the pressing need which he considers to exist within anthropology for a textbook, suggesting that the National Education Association (NEA) and the American Anthropological Association (AAA) work together in order to further the teaching of American primitive arts and industry, archaeology, mythology and folklore within educational institutions.

Balfour, Henry
1905 President's Address. JOURNAL OF THE ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND 35:13-19. [Source Dieserud 1908.]

Author emphasizes the importance of the subject of "the geographical and ethnological distribution of the various arts, industries, appliances and customs of man...if we are to arrive at satisfactory conclusions as to the history and evolution of culture, and the cultural inter-relationships of races and peoples." Balfour suggests that it will be soon imperative "to adopt some system of nomenclature such as that employed in zoological and botanical classification, to indicate briefly the families, genera, species and varieties

of the various manifestations of human mental activity and culture-progress."

Boas, Franz
1905,1974 Boas' Graduate Seminar. Copy of letter (June 12, 1905) from Boas to Frank G. Speck preserved in the Boas Papers, American Philosophical Society, Philadelphia. Published in George W. Stocking, ed., The Shaping of American Anthropology, 1883-1911. New York: Basic Books; pp. 293-294.

In this brief letter to Speck, Boas proposes the outline of what will be Speck's presentation in the seminar planned for the coming academic year. The request is that Speck provide "an account of the Uchee and their relation to the neighboring tribes" according to his own studies, and in light of the emphasis by Boas on making the subject-matter "of next year's Seminar ethnographical and...to emphasize the inter-relation between cultural phenomena inside of each tribe." [In his brief discussion of this particular selection, Stocking (p. 284) states that this letter "gives a hint of how Boas ran his seminar, and suggests his concern for the integration of whole cultures was already manifest in 1905, although by some accounts it did not become a major focus of his teaching until much later" (see Mead 1959).]

Boas, Franz
1905,1974 The Educational Functions of Anthropological Museums. Copy of letter (April 29, 1905) from Boas to M.K. Jesup, President, American Museum of Natural History, preserved in the Boas Papers, American Philosophical Society, Philadelphia. Published in George W. Stocking, ed., The Shaping of American Anthropology, 1883-1911. New York: Basic Books; pp. 297-300.

This letter reveals the conflicts in organization which Boas believed to be inherent between arrangement of the museum collections for what he terms "the masses" and for those already possessing "higher education." But this is not a refutation of the educational value of a museum for both segments, only a recognition that the needs of each might be different, and that in any collection the cultural integrity must be preserved regardless of the audience. [In his brief discussion of this particular selection, Stocking (p. 285) states that this letter "was written in the course of an acrimonious dispute with the new director of the Museum Herman Bumpus, which led to Boas' resignation in the Spring of 1905," and "although some of the issues are reminiscent of those in the debate with Otis Mason, the selection also illustrates Boas' view on the role of museums in the propogation of anthropology."]

Haddon, Alfred Cort
1905 Syllabus of a Course of Five Lectures on Magic and Primitive Religion. Spring Term. Printed for The London County Council. No. 864.

The outline of a series of five public lectures which Haddon presented under the auspices of The London County Council, at the Horniman Museum, Forest Hill, S.E.

McGee, W.J.
1905 Anthropology and Its Larger Problems. SCIENCE 21(N.S.): 770-784. [Source Dieserud 1908.]

This rather lengthy discussion attempts to enumerate some of what the author sees as problems within the scope of the "youngest in the sisterhood of sciences, anthropology." These would then include, among others, (1) the determination of the relationship of anthropology within the general realm of knowledge, the place and powers of the subject in the intellectual world; (2) the difficulties inherent in attempts at classification of the races and peoples of the world; (3) the determination of inheritable and acquirable characteristics; and (4) the evaluation of the exportation of activities of a higher level of culture "overseas". McGee concludes that "it is especially pleasing to see—and to say—that these scientific processes are more steadily and successfully under way now than ever before" (p. 784).

Putnam, Frederic Ward and Alfred L. Kroeber
1905 The Department of Anthropology of the University of California. Berkeley: University of California Press. [Source Thoresen 1975; not able to verify or to provide annotation.]

(no author)
1906 Recent Progress in American Anthropology: A Review of Institutions and Individuals from 1902-1906. AMERICAN ANTHROPOLOGIST 8:441-558.

Introduction reads: "Presented to the Fifthteenth International Congress of Americanists, Quebec 1906." Article provides historical material on early ventures into academic anthropology; e.g. courses taught, people involved, enrollment, etc. Note includes sketches of museums and professional societies; brief biographical descriptions of some anthropologists of the time.

Putnam, Frederic Ward and Alfred L. Kroeber
1906 Guide to the Collections of the Department of Anthropology at the Affiliated Colleges. San Francisco, California; n. pag. [Source Thoresen 1975; not able to verify or to provide annotation.]

Read, C.H.
1906 Anthropology at the Universities. MAN 6:56-59.

Author notes that he is confident that "all anthropologists will feel that the establishment at the University of Oxford of a diploma in anthropology marks a new and very important step in the advancement of that science. So rapid has been the growth of the study of mankind, and so wide has its scope become, that it is a little difficult to realise that less than twenty-three years ago there was no reader in anthropology at Oxford. The rejection in 1895 of a proposal to admit anthropology as a subject for examination in the Final Honour School of Natural Science, due simply to the fact that the times were not yet ripe and the science itself as yet too indeterminate, only

serves to lend additional emphasis to the present recognition of its value" (p. 56). The remainder of the article goes over the syllabus for examination, covering both physical anthropology and cultural anthropology. An outline of the proposed "Scheme of Curricula in Archaeology" at London University is also presented, and Read makes the suggestion that the scope of the program should be expected to go further in the near future. This discussion generated a later letter written by W.L.H. Duckworth, A.C. Haddon, W.H.R. Rivers, and W. Ridgeway, Chairman of the Board of Anthropological Studies, the University of Cambridge, to protest the exclusion of that University from the prominence of being "first" with a program in anthropology. This letter then produced a response from the editor of MAN printed immediately following. [See MAN 6:85-86.]

(no author)
1907 Anthropology at Minnesota University. AMERICAN ANTHROPOLOGIST 9:431-433.

This brief and unsigned note reproduces the course offerings in the Department of Sociology at the University of Minnesota; several of the thirteen relate to anthropology having anthropological content. In 1906-1907 a course in Anthropology (under that title) was first offered by A.E. Jacobs. This note is an example of what de Laguna referred to when she stated: "Academic appointments in anthropology, degrees conferred, the offering of new courses, the founding of student anthropological clubs, all were news items reported in the early numbers of the AMERICAN ANTHROPOLOGIST" (1960:912-913). In the establishment of academic anthropology, in the professionalization of the discipline, clearly each addition was news.

Hough, W.
1907 Anthropology in Education for the Foreign Service. AMERICAN ANTHROPOLOGIST 9:768-770.

Urges establishment of a preparatory institution for officials designated for foreign service, such as those already in operation in Great Britain, Germany, France, and most recently in Mexico, under the financial support of the U.S. government. Author enumerates the anticipated benefits to cultural understanding when it is recognized that "the basis of education for foreign service is anthropological," and suggests the ways in which anthropology can help business and economic interests: "Native arts, for instance, offer a point of approach for commercial exploitation in which anthropology can serve business" and also by furnishing "knowledge of the mineral, animal, and vegetal wants of peoples, the processes and inventions involved in their preparation, the agencies through which they are distributed, and the methods by which they are utilized and enjoyed." Hough concludes, "It is an anthropological method that benefits trade immensely, and though, by it alteration of primitive conditions, it seems unfavorable for the science, yet during its study great results are attained by securing a scientific knowledge of peoples through facilitating intercourse with them."

Boas, Franz

1908,1974 Anthropology: A Lecture Delivered at Columbia University in the Series on Science, Philosophy and Art, December 18, 1907. New York: The Columbia University Press. [Reprinted in Stocking 1974:267-281.]

In this lecture, subsequently published and now reprinted, Boas attempts to "outline...the methods, aims, and hopes of anthropology," acknowledging that "the definite facts that I could lay before you are few, and even the ground-work of the science appears hardly laid. Still I hope that the view of our ultimate aims may have engendered the feeling that we are striving for a goal which is bound to enlighten mankind, and which will be helpful in gaining a right attitude in the solution of the problems of life" (Stocking 1974:281). [In his discussion of this particular selection, Stocking (pp. 256-257) describes this piece as "characteristically, it is as much a statement of his anthropological orientation as it is of 'the principal results of anthropological research.'" Stocking, nevertheless, considers it as providing "an excellent overview of his anthropological thought, and suggests that despite the tendency to fragmentation implicit in subdisciplinary specialization, there was a unity underlying Boas' anthropology," which was due largely 'to the fact that everything that concerns our own species is of special interest to us.'"]

Dieserud, Juul

1908 The Scope and Content of the Science of Anthropology. Historical Review, Library Classification and Select, Annotated Bibliography; With a List of the Chief Publications of Leading Anthropological Societies and Museums. Chicago: The Open Court Publishing Co.; 202 pp. London Agents: Kegan Paul, Trench, Trübner & Co., Ltd.

The contents of this work are well-covered in the lengthy descriptive subtitle of the book, which is reproduced above. In Dieserud's own words, the "aim is not to give a history of the science of anthropology" (p. 3); rather the intent was "to prepare a select bibliography of the scope and content of the science, with a view to thoroughly revising my classification and preparing an explanation and a defense of the conclusions...The great bulk of my material has been found in the Library of Congress, a smaller part in the Library of the Surgeon General's Office and a few titles in the Bureau of Ethnology. The bibliography does not aim at any completeness, and no special effort has been made to record all the issues of each single work. It is to be regarded as 'pièces justificatives' for the classification and for for the historical introduction. This explains the rather unusual way of giving more or less extensive extracts from most of the books and papers listed and of quoting them, as a rule, in the vernacular.... Anthropology may after all now be said to be well out of its teens, and while certain parts of its vast boundary are still only dimly defined, I trust that the views adopted here are those that have the best chance of prevailing at least during the next few decades....Library of Congress, Washington, D.C., Dec. 1, 1906." The breakdown of the book's contents would look this way: Part I. Introduction, pp. 3-52; Part II. Classification, pp. 53-87; Part III. Bibliography, pp. 89-186; and Appendix, pp. 187-196. Thirty-one periodicals were examined in all.

Smith, Harlan I.
1909 Primitive Industries as a Normal College Course. IN Putnam Anniversary Volume, Anthropological Essays, Presented to Frederic Ward Putnam in Honor of His Seventieth Birthday, April 16, 1909, by His Friends and Associates. Franz Boas, Chairman, Editorial Committee. New York: G.E. Stechert & Co., Publishers; pp. 487-520.

Summary of Smith's introduction of a lecture course on the evolution of industries delivered by him before the normal class in the Department of Domestic Art at Pratt Institute, New York City, first in the school-year 1906-1907, and repeated in 1907-1908.

Montessori, Maria
1913 Pedagogical Anthropology. Translated from the Italian by Frederic Taber Cooper. New York: Frederick A. Stokes Company; 508 pp. [Source Burnett 1974; however, the publisher listed is Lippincott (New York) instead of Stokes as listed on the copy examined for this annotation.]

The volume is comprised of the materials first given by Montessori in the University of Rome, during the period of four years. In describing the field of pedagogical anthropology, Montessori concludes that "as soon as anthropology annexes the adjective, 'pedagogical,' it should base its scope upon the fundamental conception of a possible amelioration of man, founded upon the positive knowledge of the laws of human life. In contrast to general anthropology which, starting from a basis of positive founded on observation, mounts toward philosophic problems regarding the origin of man (her emphasis), pedagogic anthropology, starting from an analogous basis of observation and research, must rise to philosophic conceptions regarding the future destiny (again, her emphasis) of man from the biological point of view" (p. vii). Montessori emphasizes the nature of the relationship of the child's education to the context of his or her whole environment, with numerous anthropological notions and methods of that period being brought to the educative process.

(no author)
1914 The Teaching of Anthropology at the Universities. NATURE 92:725.

This is a report of the Joint Committee of the Royal Anthropological Institute and Section H of the British Association for the Advancement of Science. Discussion of the practical application of anthropological teaching in the university stressing the "wastage of millions of pounds sterling in trade" owing to the lack of anthropological training under official support and the lack of knowledge of "alien" peoples. The conclusion is that it is in the "interest of the Empire" to have anthropological training under governmental support in order to introduce a scientific system of anthropological instruction into the university system curriculum.

(no author)
1916 Anthropology at the University of Arizona. AMERICAN ANTHROPOLOGIST 18:303-304.

Acknowledges the establishment of a Chair in Anthropology at the University of Arizona in 1915 with Professor Byron Cummings as first appointment. Descriptions included in this note appear to indicate that courses were primarily in archaeology and in physical anthropology.

Goodspeed, G.B.
1916 A History of the University of Chicago. Chicago: University of Chicago Press. [Source Freeman 1965; not able to verify or to provide annotation.]

Boas, Franz
1919 Report on the Academic Teaching of Anthropology. AMERICAN ANTHROPOLOGIST 21:41-48.

Article covers four areas, which are: (1) the science of anthropology; (2) the aim of non-professional anthropology instruction; (3) the professional study of anthropology; and (4) the requirements of a department of anthropology on the university and college level.

Hrdlička, Aleš
1919 Physical Anthropology: Its Scope and Aims; Its History and Present Status in the United States. Philadelphia: Wistar Institute of Anatomy and Biology. [Not available for verification or for annotation.]

MacCurdy, George Grant
1919 The Academic Teaching of Anthropology in Connection with Other Departments. AMERICAN ANTHROPOLOGIST 21:49-60.

Report of a survey of anthropology courses given at American universities in connection with other academic departments, i.e. those not having anthropology in their title, and where the total academic faculty was thirty or more. Questionnaires were sent out to a total of 196 such instutions, with results indicating that anthropology had gained a "foot-hold" at the "lesser" schools and at state supported colleges and universities. The courses being taught were found to be primarily offered in conjunction with those in the natural sciences already established within the curriculum.

Kroeber, Alfred L.
1923 Historical Introduction, IN UNIVERSITY OF CALIFORNIA PUBLICATIONS, AMERICAN ARCHAEOLOGY AND ETHNOLOGY 22:ix-xiv. Published as the PHOEBE APPERSON HEARST MEMORIAL VOLUME, on the 20th anniversary of the organization of the Department and Museum of Anthropology of the University of California, September 10, 1901. [Source Thoresen 1975.]

A review of the previous twenty year involvement of Mrs. Phoebe Apperson Hearst in the support of special researches, preservation of materials and facts secured, diffusion of knowledge through publications and lectures, and establishment of courses of instruction at the University of California. Pages xv-xvi list the contributors to this volume, including chronology of each's involvement in the Museum and Department.

Hallowell, A. Irving
1924 Anthropology and the Social Worker's Perspective. THE FAMILY 5:88-92. [Source Hallowell 1964.] Periodical changed name after 1949 to SOCIAL CASEWORK.

In this article, addressed primarily to a social worker audience, Hallowell attempts to "call attention to some of the possibilities for rapport" between the fields of social work and anthropology, believing that the two have much to offer to one another. Quoting Lowie (Culture and Ethnology, 1917) in support of this position: "As the engineer calls on the physicist for a knowledge of mechanical laws, so the social builder of the future who would seek to refashion the culture of his time and add to its cultural values, will seek guidance from ethnology, the science of culture, which in Tylor's judgment is 'essentially a reformer's science.'"

Wallis, W.D.
1924 Teaching Anthropology. AMERICAN ANTHROPOLOGIST 26:283-289.

Author divides the academic study of anthropology into six areas, which are: (1) ethnology and ethnography; (2) language and mythology; (3) physical anthropology; (4) pre-historic archaeology; (5) social anthropology; and (6) technology and art. Wallis stresses the importance of all anthropologists assisting in the best possible use of the available educational materials.

Pearce, J.E.
1927 Anthropology as an Element of a Rational Education. THE SOUTHWESTERN POLITICAL AND SOCIAL SCIENCE QUARTERLY 8:253-271.

Argument presented is that anthropology is essential for a strong liberal education to afford understanding and involvement of those earlier developments in the world presently around us. It is anthropological instruction which is the foundation for such an education leading to better world understanding among peoples, Pearce concludes.

Bierenz, A.M.
1929 Völkerkunde und Hauptschule. ANTHROPOLOGISCHE GESELLSCHAFT IN WIEN MITTERLUNGEN 59:229-230.

A discussion of the place of anthropological studies in the intermediate school.

Faris, E.
1929 Junior-College Courses in Sociology and Anthropology. INSTITUTE FOR ADMINISTRATIVE OFFICERS OF HIGHER INSTITUTIONS, PROCEEDINGS, pp. 234-243. W.S. Gray, ed. Chicago: University of Chicago Press.

Report of the course "A Survey of Sociology and Anthropology" which was offered in the Spring of 1928, and repeated in the following Spring 1929. Includes list of books, enrollment, students' opinions

are quoted at some length. According to the article, a course which was introduced during the previous Fall term entitled "The Nature of the World and of Man" created some problems (see article in same volume) in the community and the faculty; this new course in anthropology and sociology was conceived and introduced to deal with this event.

Hallowell, A. Irving
1929 Anthropology in the University Curriculum. THE GENERAL MAGAZINE AND HISTORICAL CHRONICLE (University of Pennsylvania) 32:47-54. [Source Hallowell 1964.]

After a review of the terminology of anthropology, in both the American and the Continental usage of the day, Hallowell poses the question "What then is the function of anthropology in the university curriculum?" (p. 52). It is two-fold: (1) To train students for professional work in anthropology and (2) To offer undergraduate and graduate stdents information and points of view which will be of value to the educated man and woman and which can be related to their major fields of interest. The author believes that in this latter respect anthropology can offer unique opportunities "due to the fact that anthropology not only supplements the historic perspective derived from other courses, in so far as the earliest steps in human physical and cultural development are traced in detail, but because the data derived from a study of the races of man and the preliterate cultures is coordinated at so many points, with the major subjects taught in the curriculum" (p. 52).

Stipek, H.
1929 Völkerkunde und Schule. ANTHROPOLOGISCHE GESELLSCHAFT IN WIEN MITTERLUNGEN 59:131-136.

Discussion of the place of the study of anthropology on the college or university level.

Cole, Fay-Cooper
1930 Results in Anthropology by Correspondence. NATIONAL UNIVERSITY EXTENSION ASSOCIATION, PROCEEDINGS 13:117-118.

Review of the introductory course in anthropology offered by the Department of Anthropology at the University of Chicago through correspondence since 1926-1927. Conclusions reached: (1) That while certain branches of anthropology do not lend themselves to this type of instruction, the introductory work can be effectively handled; (2) That the average student does quite as well in a correspondence course as in the classroom work; and (3) That the poor students and those who need personal contacts to keep them at work drop out early in the course, so that the average of those who finish is slightly above the class in residence. According to Cole, the Department is in favor of continuing to offer such a correspondence course, but the recommendation is that senior faculty must take responsibility for it, not graduate students, and that a special position be designated to provide full-time, or at least part-time, supervision of such a course and of those students who are enrolled.

Dixon, B.
1930 Anthropology 1866-1929. IN The Development of Harvard University Since the Inaugaration of President Eliot, 1869-1929. Samuel Elliot Morrison, ed. Boston: Harvard University Press; pp. 205-215. [Not available for verification or for annotation.]

Wildes, H.J.
1930 Anthropology Attitude in Secondary Education. Unpublished A.M. thesis, University of Pennsylvnia.

Research design includes a survey of a dozen high school textbooks in European history, supplemented by a review of six textbooks in American history, for the purposes of anaylzing the ethnological and the anthropological content. The textbooks included are described as being the "most important" and the "most often used" in the United States at the time of the study, with publication dates since World War I; two-thirds published in the 1925-1930 period.

Caldwell, F.F.
1931 Relation of Anthropology to Educational Theory. KADELPIAN REVIEW 11:11-14.

A rather superficial review of what the author considers to be the contributions of anthropology to the educator and to education, rather than a discussion of the broader realm of theory in education.

Hrdlička, Aleš
1931 Anthropology and Education. PROGRESSIVE EDUCATION 8:466-468.

Author believes that to comprehend anthropology in its broadest sense as the knowledge of man, then there is no doubt as to the contribution to human education. Discussion includes tentative suggestions for materials to be introduced into the grade school curricula beginning with the telling of stories drawn from the folklore of the world's peoples for the early grades, and in each subsequent grade adding more material.

Boas, Franz
1932 The Aims of Anthropological Research. SCIENCE 76:605-613. [Reprinted in Boas 1940:243-259.]

Address of the President of the American Association for the Advancement of Science, Atlantic City, New Jersey, in December 1932. While this address looks over several areas or "aims" of anthropological research, Boas writes that "we may perhaps best define our objective as the attempt to understand the steps by which man has come to be what he is, biologically, psychologically and culturally....It is our task to discover among all the varieties of human behavior those that are common to all humanity," for "a study of the universality and variety of cultures [by] anthropology may help us to shape the future course of mankind" (pp. 244, 259).

Schulman, B.
1934 Liberalization of the History Teacher's Mind Through the Study of Anthropology. HIGH POINTS IN THE WORK OF THE HIGH SCHOOLS OF NEW YORK CITY 16:22-29.

Article states the case for the contributions of anthropology, not as a body of knowledge, but as a way of thinking marked by its "tolerance and forbearance," its comparative method of analysis, its providing of "detachment" from the student's daily familiar activities, and its understanding of society and life. Schulman concludes that to the teacher of history, anthropological study will provide a healthy skepticism toward history as it has been written.

Penniman, T.K.
1935,1952 A Hundred Years of Anthropology. London: Gerald Duckworth & Co., Ltd.; 512 pp.

While primarily a history of the growth and development of anthropological thought, through a review of personalities involved and the theories promoted or cast aside, Penniman does include rather sporadic, and scattered, references to the place of anthropology within educational institutions, in England and in the United States. The divisions for this presentation are: (I) The Scope of Anthropology; (II) The Formulary Period: Anthropology Before 1835; (III) The Convergent Period: c. 1835-1859; (IV) The Constructive Period: 1859-1900; (V) The Critical Period: 1900-1935; and (VI) Anthropology Since 1935.

Boas, Franz
1936,1940 The Relations Between Physical and Social Anthropology. IN Essays in Anthropology in Honor of Alfred Louis Kroeber. Robert H. Lowie, ed. Berkeley: University of California Press; pp. 15-17. [Reprinted in Boas 1940:172-175; title of book varies slightly from entry as used by Boas.]

According to the author, "during the last decades physical anthropology and social anthropology have drifted more and more apart," although he considers this to be "unavoidable on account of the difference in subject matter and the necessity of a thorough biological training for the one branch, while the other requires a knowledge of ethnological methods. With the wide extent of either field it is hardly possible to combine the two adequately. Nevertheless some method must be found, if the important borderland between the two is not to be neglected—much to the detriment of either" (p. 172), Boas concludes.

Davidson, J.F.
1936 Anthropology in Secondary Schools. SCHOOL (Secondary Education) 24:684-687.

Author maintains that anthropology can provide a better perspective by connecting man with the past, while contributing to the broader perspective of the present world's problems--race, nation, and society . Geography, history and "a certain amount" of biology are

important as background for anthropology presentation, and Davidson feels that the student will learn these the better through their being taken within a course with anthropology at the center. In addition, author suggests course structure and materials, including books, museum trips, display board, etc.

Hallowell, A. Irving
1936 Anthropology—Yesterday and Today. SIGMA XI QUARTERLY 24:161-169. [Source Hallowell 1964.]

Based on the continuing anthropological studies, some of which are summarized by Hallowell in this article, the author believes that it will be possible to substitute "a genuine human [his emphasis] perspective for the more narrowly circumscribed outlook that implicitly identifies human behavior with the characteristic [again, his emphasis] behavior of man in contemporary western civilization, the anthropological sciences may some day achieve a genuine synthesis" (p. 169).

Hansen, A.O.
1937 Integrative Anthropological Method in History of Culture and Education. EDUCATIONAL FORUM 1:361-378.

Author briefly reviews his contacts with Giddings in Sociology and with Boas in Anthropology, 1919 and 1920 respectively, as they contributed to his growing conviction that an integrative anthropological method was necessary in his course "The History of Culture and Education" in order to provide a deeper insight into culture process and into education as culture process.

Opler, Morris E.
1937 Anthropology, Democracy, and the School. CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION 7:206-209 (May).

Urges the development of anthropology courses for those who will eventually teach (in a nonanthropological context) in order to provide for some limited knowledge of the development of cultures and peoples throughout the world as "the most potent antidote for extravagant claims on behalf of particular groups." This article is very much a reflection of the time period in which it was written, as the introductory sentence clearly indicates: "We live in a day when lunatic and amoral usurpers of power are exploiting the ignorance of anthropology of great masses of people...no matter what the cost in slaughter, sacrifice, and misery may be."

(no author)
1938 Anthropological Instruction in Mexico. AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY 24:250.

Brief discussion of the instruction and curriculum in anthropology throughout Mexico as of this date.

Welsh, H. and M. Demerec
1938 A Study of Indians in a Country Environment. PROGRESSIVE EDUCATION 15:42-46.

Article reports the experiences of two teachers in presenting the study of Indians to their second and third grade students. Emphasis is that a study of Indians, within an upstate New York context, affords a greater range of activity for children of this age group than does any other primitive people because of the opportunity it offers in nature study and natural science, and because of the exceptional literary (folklore?), artistic, and dramatic material available.

Bryson, Lyman
1939 Anthropology and Education. IN So Live the Works of Men. D.D. Brand and Fred Harvey, eds. Alburquerque; University of New Mexico Press; pp.107-115. [Source Burnett 1974.]

This is a clarion call for the utilization of anthropology and of anthropological method in education in order to institute educational reform. Characteristic of some of the prominent concerns of the 1930's [see Opler 1937], author links anthropology and education touching upon several areas, from incidental instruction to education viewed as a complex organization of cultural behaviors.

Henry, Jules
1939 Anthropology in the Secondary Schools. PROGRESSIVE EDUCATION 16:509-510.

Advocates strongly the place of anthropology in secondary schools, as either a part of existing courses or as a course of study itself. Henry believes that the use of anthropological materials would help to combat pseudo-science of reaction and intolerance, while providing a factual foundation with which to look at the special problems now raised in some social studies courses; e.g. race, language, culture. There is a strong emphasis on the necessity of having teachers of such courses trained in anthropology, not merely "exposed" to the subject somewhere along in their education.

Ryan, W. Carson
1939 Studies in Early Graduate Education. The Johns Hopkins, Clark University, The University of Chicago. THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, BULLETIN 30. New York: The Carnegie Foundation for the Advancement of Teaching; 167 pp.

In addition to the Introduction (pp. 3-15), there is one section each on (I) The Johns Hopkins: University Pioneer (pp. 15-46); (II) Clark University, A Graduate Institution (pp. 47-90), and (III) Early Graduate Work at The University of Chicago (pp. 91-138); Summary and Conclusions (pp. 139-146) and Bibliography (pp. 147-158). An index allows access to both the subject of anthropology and to the personalities involved in its establishment within these particular institutions.

Smith, E.R.
1939 Educational Value of Anthropology. SCHOOL AND SOCIETY 50: 294-299.

Author summarizes what he considers to be the value of the study of anthropology to education: (1) it furnishes the framework or the skeleton outline outline into which may be fitted the material of almost any subject; (2) it provides one with a "time sense" and the realization of the laws of organic and social evolution; (3) it furnishes valuable lessons for understanding the present and is guidance in the future; (4) it cultivates the scientific attitude; and (5) it often brings simple pleasure for spending leisure hours. Two tasks which are presently before anthropology, according to Smith are first to place man in a correct biological perspective, and second to establish a perspective on human culture.

Boggs, Ralph Steele
1940 Folklore in University Curricula in the United States. SOUTHERN FOLKLORE QUARTERLY 4:93-109.

This article is one of the earliest providing a survey of colleges and universities that offer courses in folklore, regardless of the departmental affiliation, throughout the United States. A total of fifty-nine courses, offered at twenty-three institutions, are included by Boggs' research, which he reluctantly admits is "certainly quite incomplete." Aside from the offerings in the English curricula, the next highest number of courses appear under the departmental label of Anthropology. These course offerings are most likely to be either in music or oral literature, although some are listed under the title of Folklore or as magic or religion. At the University of Chicago, a course offered as Anthropology 340, "The Study of Folklore," included the following in its course description: "The course offers a study in cultural anthropology dealing with folklore data much as other courses in cultural or social anthropology deal with law, religion, social organization, etc." (p. 99).

Cheyney, E.P.
1940 History of the University of Pennsylvania, 1740-1940. Philadelphia: University of Pennsylvania Press. [Source Darnell 1969; not able to verify or to provide annotation.]

Jacobs, Melville
1940 Teaching of Anthropology in the Secondary Schools. University of Washington, College of Education RECORD (Feb.). [For additional discussion see "Advocacy of Anthropology for High School," SCHOOL REVIEW 48:323-325 (May 1940) which quotes large parts of Jacobs' article in an unsigned note.]

Article advocates the inclulusion of anthropology in the secondary school curricula, apparently as a part of the already existing courses. Focus is upon how materials drawn from physical anthropology, especially, can lead to what Jacobs terms "truth" rather than continuing lies about races and racial differences and similarities.

Mekeel, S.
1941 Report in Retrospect on Laboratory of Anthropology Field-Training Parties. AMERICAN ANTHROPOLOGIST 43:315-321.

Evaluative report of the Laboratory of Anthropology Field-Training Project for prominising graduate students in departments of anthropology in the United States, 1929-1936, through funding by the Laura Spellman Rockefeller Foundation. Article included a summary of the statements included in returned questionnaires from faculty field supervisors and field students, including a list of publications produced as a direct result of the fieldwork.

Chamberlain, L.J. and E. Adamson Hoebel
1942 Anthropology Offerings in American Undergraduate Colleges. AMERICAN ANTHROPOLOGIST 44:527-530.

Authors provide statistical data to answer the following questions: (1) What is the position of anthropology in the structural organization of the American undergraduate college system?, and (2) What is the scope and general content of the anthropology offerings on the undergraduate level? Full scope of this study covers the offerings and trends in the development of sociology, anthropology, and preprofessional preparation for social work in the undergraduate institutions who are members of, or accredited by, the Association of American Universities in the academic year 1940-1941. A total of 273 schools participated in the survey.

Clark, G.
1943 Post-War World Education. NATURE 152:500

Encourages acceptance of Dr. Graham Clark's call for post-war education on all levels to be based around the central idea of the evolution of mankind and mankind's place in the wider universe.

Count, E.W. and M. Steggerda
1944(a) The Comprehensive Study of Man. JOURNAL OF HIGHER EDUCATION 15:21-26, 56.

Presents the summary of a questionnaire survey of selected universities offering courses in physical anthropology during the academic year 1940-1941. Authors state that the material presented is significant because it offers a representative picture of the situation just at the end of an epoch, but prior to the beginning of America's part in World War II.

Count, E.W. and M. Steggerda
1944(b) Status of Teaching Physical Anthropology in Colleges in the United States During the School Year 1940-1941. AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY 31 (N.S. 2): 131-135.

Article provides information regarding the place of physical anthropology in anthropology curricula in relation to other areas of anthropological concentration. Three pages of statistical tabulations accompany the discussion.

Redfield, Robert
1945 A Contribution of Anthropology to the Education of the

Teacher. SCHOOL REVIEW 53:516-525. [Burnett 1974; however, title varies since annotation was done from the 1968 reprint of a 1963 revision of this earlier piece.]

An Address Delivered at the Annual Conference for Teachers of the Social Sciences in Secondary Schools and Junior Colleges, July 25, 1945, at the University of Chicago. Focus is upon what the author considers to be the most important contribution of anthropology to education, that is, the understanding of culture as a way to come to understand human behavior. Redfield suggests a continuous and penetrating study of some culture and society, rather than the "if this is Tuesday, it must be Belgium" approach, as a far more lasting contribution.

Chivers, W.R.
1946 Teaching Anthropology in a Negro College. QUARTERLY REVIEW OF HIGHER EDUCATION AMONG NEGROES 14:134-141.

Author reviews from personal experience some of the difficulties or problems that might be encountered in presenting anthropology courses to classes of Negroes within a Negro college or university. For example, some of the phrasing of the reading material, or the presentation of some theoretical discussion, might cause a lack of objectivity on the part of overly-sensitive students, but Chivers expresses his conviction that regardless of inherent problems, anthropology must have a place within the curricula of Negro colleges. A somewhat dated piece today, and it would seem even a similar case for the time it was written, but interesting especially in light of similar concerns still being expressed.

Committee on Professional Standards, American Anthropological Association
1946 Suggested Requirements for Professional Employment and Status in the Field of Anthropology. AMERICAN ANTHROPOLOGIST 48:690-691. [de Laguna 1960.]

Statement of the qualifications needed to be termed a "professional anthropologist" within areas of physical anthropology, archaeology, cultural anthropology (ethnology, ethnography, and social anthropology), linguistics, and applied anthropology. Estimate by the Committee is that about 500 professional anthropologists are now (1946) in the United States; that is, about 500 who devote major time to the subject and/or make their living from it.

Fenton, William N.
1946 Integration of Geography and Anthropology in Army Area Study Curricula. AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, BULLETIN 32:696-706. [See also Area Studies in American Universities, published as a separate report of the Commission on Implications of Armed Services Educational Programs.]

This paper, originally read before the Society for Applied Anthropology, June 1, 1946, in New York City, is an account and an appraisal of how anthropology and geography participated in the Foreign Area

Training Programs of the Armed Forces during the United States' involvement in World War II. The concept of integrated area study drew upon the geographer's concept of region, and the anthropologist's concept of culture. Author suggests that the wartime experience in foreign area studies may lead to the anthropologist's and the geographer's serving on a democratic research team, each contributing a point of view and a research method, with such joint research ultimately extending to joint classroom teaching.

Flannery, R.
1946 The American Council of Learned Societies (ACLS) and Anthropology. AMERICAN ANTHROPOLOGIST 48:686-689.

A brief history of the founding of the ACLS and the later affiliation of AAA, including discussion of the financial support of research, conferences, and publications. Author concludes that support and encouragement of linguistic research is primarily the focus of the ACLS, "falling within its scope."

Spindler, George D.
1946 Anthropology May Be the Answer. JOURNAL OF EDUCATION 129: 130-131.

Thrust of Spindler's discussion is that the inclusion of anthropology within all levels of school curricula is needed. Author admits that the aim is most idealistic as an approach to the problems of the world today, but he stresses that it is not too much to seek an educational system whereby a young person graduating is capable of thinking clearly and with insight in a world that must have clear-thinkers in order to survive. As the title states, anthropology might be the answer.

Wooten, Flaud C.
1946 Primitive Education in the History of Education. HARVARD EDUCATIONAL REVIEW 16(4):235-254. [Source Burnett 1974.]

Analytical and well-documented presentation. Author reiterates the view that professional educators profit from studying education in preliterate societies, and he takes to task the quality of work passing as scholarship in this area up-to-the-present. Article concludes by making specific recommendations on materials and on programs.

Ehrich, R.W.
1947 The Place of Anthropology in a College Education. HARVARD EDUCATIONAL REVIEW 17(1):57-61. [de Laguna 1960.]

Emphasis is upon the utility of anthropology as a part of a general education and as an integrator of knowledge and course work. Author believes that this will be expected to become increasingly important as we move toward a "world culture." While urging that an anthropological perspective be incorporated in a general education approach, Ehrich also suggests specific steps for setting up a feasible course of study in small colleges.

Fenton, William N.
1947 Area Studies in American Universities. Written in co-operation with the Commission on Implications of Armed Services Educational Programs, American Council on Education, vol. 14, 89 pp. [Source de Laguna 1960; not able to verify or to provide annotation.]

Lewis, Oscar
1947 Development of an Integrated Program in Sociology and Anthropology. AMERICAN ANTHROPOLOGIST 49:685-686.

Report of the experiences at Washington University, St. Louis, in the development of an integrated Department of Sociology and Anthropology out of the previously over-lapping courses, faculty, and administration.

Sanders, I.T.
1947 Societies Around the World. JOURNAL OF EDUCATIONAL SOCIOLOGY 21:238-242.

A report of a course offered at the University of Kentucky as one of the lower-level social science electives, jointly prepared and taught by members of the Department of Sociology and the Department of Geography. Purposes were summarized as being threefold: (1) To give the student a social scientific perspective which would aid in the constructive evaluation of his own society, as well as of others' societies; (2) To introduce the student to the fields of geography and sociology, with respect to basic principles and methodologies; and (3) To indicate important relationships existing between the habitation patterns and the social organization. In teaching structure the comparative method was employed—six societies were selected representing different types of habitat and with varying degrees of social complexity.

(no author)
1948 Cornell University's Program in Cultural Anthropology. SCHOOL AND SOCIETY 68:245 (Oct. 9), from the "Events" section of this periodical.

Short report of the inaugration of a program at Cornell University in teaching and research funded by the Carnegie Corporation for the first five years to enable the studying and surveying of the impact created by the introduction of western agriculture, industrialization, and scientific method to primitive societies. This funding permitted the addition of a new course in 1948, "Modernization of Select Foreign Countries." Sharp and Leighton were already on the staff, Department of Sociology and Anthropology; Adair, Holmberg, and Opler were scheduled to be added.

(no author)
1949 Teaching of Applied Anthropology. HUMAN ORGANIZATION 8(4):4.

Unsigned editorial encourages the institution of a coordinated

program of study of applied anthropology on the college level, rather than the haphazard practice of occasionally offering a course dealing with applied anthropology on an irregular basis.

Henry, Jules
1949 Anthropology in the General Social Science Course. JOURNAL OF GENERAL EDUCATION 3:304-308.

Author states the fundamental assumption of the article is that the "general social science course should treat human society as an integrated whole." The contributions of anthropology to the general social science course are: (1) decisions in regard to values cannot be made on the basis of abstract considerations alone; (2) value systems of cultures other than our own can be discussed; (3) when value systems of cultures other than our own are discussed, these values can be examined in terms of their consequences; and (4) while the anthropologist may endorse a set of values, it must be made clear that since value systems are always a part of a cultural whole, a cultural totality, it cannot be insisted blithely that other cultures adopt our value system.

Herskovits, Melville J.
1949 Some Problems of Graduate Training in Anthropology. AMERICAN ANTHROPOLOGIST 51:517-523.

Report is based on questionnaires sent to fifteen Departments of Anthropology in the United States which offered graduate study leading to the Ph.D. in anthropology, and on personal experience of the author at the Northwestern University, Evanston, Illinois. Discussion includes figures for course enrollment, courses offered, and positions offered to graduates.

Keesing, Felix M.
1949 Experiment in Training Overseas Administrators. HUMAN ORGANIZATION 8(4):20-22.

Article is a presentation of some brief examples of experiments which were developed to supplement the more orthodox teaching plans with more concrete demonstrations and applications of field techniques as part of the training programs developed by various universities and other groups during World War II. Keesing maintains that such use of examples has interesting possibilities for other areas of training programs, and also within the graduate level teaching of anthropology courses, and in all other social sciences as well. Examples are provided.

McIlwraith, T.F.
1949 Anthropology Trends in Canada. CANADIAN JOURNAL OF ECONOMICS AND POLITICAL SCIENCE 15:533-539.

Presents background on the growth and development of ethnology, linguistics, comparative ethnology, acculturation, folklore, physical anthropology, archaeology, theoretical studies, arts and crafts, environment, and history in Canadian anthropology by analysis of pub-

lished bibliographies during 1926-1947. Author attempts to determine the trends in anthropological study in Canada in order to provide a stimulus for anthropology in academic study.

Comas, Juan
1950 The Teaching of Anthropology and the Role of the Anthropologist in Latin America. AMERICAN ANTHROPOLOGIST 52: 564-568. [Source de Laguna 1960.]

Résumé of a paper presented by Comas at the XXIX International Congress of Americanists, September 1949, in New York City. In his discussion the author uses the term anthropology in the broadest sense to include ethnology, prehistory, linguistics, folklore and human morphology, and since in each of its three phases—teaching, research, and practice—there are marked differences in the various countries which he considers, the introduction is concerned with something of the state of the science in Latin America. According to Comas, "the teaching of anthropology at the university and technical level can be considered as necessary and possibly indispensible subject matter in the curriculum of professions such as medicine, criminology, education, social work, and law, and as a subject which prepares specialists by instruction in the several fields of anthropology—archeology, ethnology, linguistics and physical anthropology" (p. 565). However, "anthropology is rarely found as the subject matter in programs of secondary and pre-professional schools, despite the fact that these educational centers include in their curricula such subjects as zoology, botany and geology to give students a schematic but valid conception of the beings that inhabit the earth and of the earth itself" (p. 565). In the practical application of anthropology in any of its fields toward the solution of the social and economic problems of the different countries "presents a dark picture" but "easily understandable if one remembers that governmental and political administrators do not always understand the importance of this type of study...for effective governmental action in problems where education, sanitation, the judiciary, the military and other government policies and agencies affect the people" (p. 567), in the author's view.

Dorson, Richard M.
1950 The Growth of Folklore Courses. JOURNAL OF AMERICAN FOLKLORE 63:345-359.

This article is, in many ways, an up-dating of the earlier Boggs'(1940) survey of universities and colleges which as of that date were offering courses in folklore, regardless of departmental affiliation. One trend supported from Dorson's questionnaire data is that "the academic direction of folklore seems headed not for the paternal nor the independent department, but toward an integrated group of interdepartmental courses" (p. 345). The listing of courses provided is since the publication of the Boggs' material, and it does not duplicate the earlier listing. Illustrating Dorson's own understanding of anthropology and of folklore, is the fact that he omitted "courses offered by Departments of Anthropology, which concentrate chiefly on the traditions of nonliterate peoples," and then stating that "the dynamic interest in folklore in recent years has come outside of anthropology,

from students of European and American culture and society" (p. 351).

Nagler, H.
1950 The Place of Anthropology in the Biology Course. AMERICAN BIOLOGY TEACHER 12:65-67.

A paper presented at the Annual Convention of the National Association of Biology Teachers, December 27, 1949, in New York City. Reports the results of a recent questionnaire to the academic high schools of New York City revealed that fewer than 10% include a unit on anthropology in the biology course of study; with those reporting inclusion, the average length of study is only four days. Author believes that more attention is needed to the materials drawn from anthropology in teaching the concept of race and in combatting the inaccuracies of racism. Article concludes that rather than adding to an already overcrowded syllabus, the teacher might more profitably include material on race and racism where relevant throughout the course work.

Stroup, H.H.
1950 The Contribution of Anthropology to Social Work Education. SOCIAL CASEWORK 31:189-194.

Paper presented at the request of the Committee on Pre-Professional Education of the American Association of Schools of Social Work. In his discussion, Stroup defines anthropology as a subject dealing with man and his works, while stressing the particular value to social workers of those aspects that relate to the cultural conditioning of group and individual behavior, and concluding that anthropology should be regarded as an essential part of any social worker's background.

Useem, John
1950 Social Anthropology: Recent Trends and Significant Literature. SOCIAL EDUCATION 14:347-354.

After reviewing several "recent trends" within social anthropology, and providing some annotations for the selections from the literature included, Useem concludes that "the study of man has only begun. It seems probable that anthropology will remain in its protean state, undergoing many transformations as the spheres of its researches are refined and sharpened....Social Anthropology with its genuine promise and current effort has potentialities that are worthy of the attention of thoughtful citizens and especially of teachers of the younger generation" (p. 353).

Voegelin, Erminie W.
1950 Anthropology in American Universities. AMERICAN ANTHROPOLOGIST 52:350-391. [de Laguna 1960.]

This survey of anthropology in American universities, made for the American Anthropological Association with the approval of the Executive Board, was begun while the author was serving as Executive Secretary of the Board, and completed in the spring of 1950. The survey covers six hundred (600) universities and colleges in the United

States and Canada, and should be "reasonably complete" except as for some limitations that are noted (p. 354). The article includes a brief history of the establishment of Departments of Anthropology and course offerings in the United States, including a limited historical bibliography (p. 391), while the majority of the discussion is taken up with a statistical tabulation of courses and academic institutions which is readily usable.

Wipe, L.
1950 An Evaluation of Methods of Teaching in Introductory Social Science. Unpublished Ph.D. thesis, Department of Social Relations, Harvard University. [Not available for verification or annotation.]

Armagost, D.
1951 Words and Ways of Men. I. Survival Education. NEW YORK STATE EDUCATION 38:480-482.

Discussion of some of the implications of cultural anthropology, "the ways of men," and the influence on people's understanding of each other. Author considers anthropology as "survival education," and as such it must concentrate upon broad understandings and those concepts which will better equip the student to observe the present world dilemma with a mature outlook and enable him or her to be an intelligent participant in a world that is striving for peace.

Bennett, Wendell C.
1951 Area Studies in American Universities. New York: The Social Science Research Council, vol. 10; 82 pp. [Source de Laguna 1960; not able to verify or to provide annotation.]

Leighton, A.H. and others
1951 Field Method for Teaching Applied Anthropology. HUMAN ORGANIZATION 10(4):5-11.

Discussion of the fieldwork seminar organized by Cornell University (Ithaca, N.Y.) to teach a practical methodology to students of education, administration, or technology. Objectives were: (1) To acquaint the student with the outstanding characteristics of a particular community; (2) To point out and to discuss the major human problems in their particular geographical area; (3) To sensitize the students to the relevant data that should be gathered from both the administration and the administered groups; and (4) To introduce the students to field techniques and to interviewing procedures.

Trauger, W.K.
1951 Words and Ways of Men. II. The Science of Linguistics. NEW YORK STATE EDUCATION 38:482-485.

Premise is that linguistic science views language as a human enterprise which should be studied in relation to people—who invented it, continually shape it, and in turn are influenced by it. Author believes that in its relation to cultural anthropology, linguistics has

significance for every teacher, not merely for the language arts teacher. Includes some summary discussion of the two-week workshop on linguistics and cultural anthropology held at the State University Teachers College at Potsdam, New York, during August 1950.

Voegelin, Erminie Wheeler
1951 Anthropology in American Universities. HIGHER EDUCATION 7:229-230. [Source de Laguna 1960; not able to verify or to provide annotation.]

(no author)
1952 The Training of the Professional Anthropologist. AMERICAN ANTHROPOLOGIST 54:313-346. [de Laguna 1960.]

Six articles dealing with the training of professional anthropologists in the United States from the viewpoints of physical anthropology, archaeology, linguistics, ethnology, social and applied anthropology, and cultural anthropology. Presented at the Fiftieth Anniversary Meeting of the American Anthropological Association, 1951. Each of the six articles is listed separately, in order of appearance, and with complete bibliographical information.

McGown, Theodore D.
1952(1) The Training and Education of the Professional Physical Anthropologist. AMERICAN ANTHROPOLOGIST 54:313-317. [de Laguna 1960.]

Author encourages thorough background in physical anthropology, before exposure to cultural anthropology on the undergraduate level since importance is placed upon the student understanding the breeding and heredity factors which will influence the development and utilization of culture.

Strong, William D.
1952(2) The Value of Archaeology in the Training of Professional Anthropologists. AMERICAN ANTHROPOLOGIST 54:318-321. [de Laguna 1960.]

Author places a stress upon the inclusion of archaeological training because of the historical understanding that a student gains from such a study.

Voegelin, C.F. and Z.S. Harris
1952(3) Training in Anthropological Linguistics. AMERICAN ANTHROPOLOGIST 54:322-327. [de Laguna 1960.]

Paper briefly traces the history of linguistics within anthropology, and it seeks to encourage linguists to continue to work within Departments of Anthropology while receiving graduate training. Authors stress the importance of relating anthropological training to the technical problems of linguistics.

Fenton, William N.
1952(4) The Training of Historical Ethnologists in America.

AMERICAN ANTHROPOLOGIST 54: 328-339. [de Laguna 1960.]

Paper presents four major recommendations: (1) Anthropologists must learn historiography from professional historians; (2) Anthropologists must provide educational seminars for professional historians in methods of culture history; (3) Anthropologists must promote other anthropologists, especially historical ethnologists, for research and administrative posts in libraries and archives; and (4) Anthropologists must survey the experience of anthropologists in Indian claims.

Chapple, Eliot D.
1952(5) The Training of the Professional Anthropologist: Social Anthropology and Applied Anthropology. AMERICAN ANTHROPOLOGIST 54:340-342. [de Laguna 1960.]

Author puts forward five points around which university training should be organized, including: (1) Anthropology as a science takes a relativistic approach to human problems; (2) Anthropological work done by the pioneers, the descriptive studies; (3) The Natural science background of anthropology; (4) Primary emphasis on field work in anthropology; and (5) Which derives from the previous four statements, anthropology relies on the tradition of faithful recording of what is seen and heard.

Mead, Margaret
1952(6) The Training of the Cultural Anthropologist. AMERICAN ANTHROPOLOGIST 54:343-346. [de Laguna 1960.]

Education program should emphasize the practical review of the theoretical situation which will confront the student once in the field, including training in the recognition of pattern, and disciplined awareness of his or her own cultural position.

(no author)
1952 Visual Aids in Anthropology. HIGHER EDUCATION 8:153.

A brief note advising that the University of Wisconsin's Department of Sociology and Anthropology, in cooperation with the Bureau of Visual Instruction, have established a center for the reproduction and distribution of Kodachrome slides for the study of human physical and cultural development. The intent is to increase the availability of good, but inexpensive, visual reproductions for classroom teaching, and herein lies the importance of the notice.

Coffin, Tristram P.
1952 An Outline for Lecturing on the Relationships of Folklore and Christanity, MIDWEST FOLKLORE 2(1):43-46

Author believes that the use of folklore as a "means of throwing more light on Christianity has been widely ignored and avoided," even though in many other areas "teachers of folklore on the college and graduate levels have found it both valuable and stimulating for the student to understand the relationship of folk material to more sophisticated culture" (p. 43). The outline Coffin then presents was constructed to "suggest a possible stimulating way of approaching the relationship of folklore and Christianity."

Howells, W.W.
1952 The Study of Anthropology. AMERICAN ANTHROPOLOGIST 54: 1-7. [de Laguna 1960.]

Presidential address, American Anthropological Association, delivered at the annual meeting of the Association, Chicago, Illinois, on November 16, 1951. A review of anthropology as a science and as a part of the humanities, with a brief discussion of the difficulty inherent within the training of anthropologists "to do effective work, which means specialization" and the desire that they "know themselves to be well-rounded anthropologists" (p. 3). Howells is in agreement with Ehrich (1947) on the usefulness of anthropology as an integrative structure for the teaching of other subjects, on any level of the educational system, emphasizing that this "does not mean only presenting man and culture as the basic doll for which other courses will provide dresses; it also means indicating the degree of artificality existing in the divisions between other social sciences, and so rendering the student more sophisticated in his approach to all of them" (p. 7). While Howells predicts that there will be a marked expansion in the academic uses of anthropology, he emphasizes that an important factor in this will be the continued "development of a philosophy of anthropology, arising from our own view of it and from our training of students, a philosophy such as would be appealing and helpful to people at large" (p. 7).

Johannis, Theodore B. Jr., and Ralph A. Brown
1952 The Teacher and the Social Studies: IV. The Social Studies Teacher and Cultural Anthropology. THE SOCIAL STUDIES 43: 238-242.

The primary focus of the article is in the reviewing of recent trends and materials within cultural anthropology, with particular appeal to the social studies teacher "who can gain a great deal from basic anthropological concepts," for much of the "recent literature in the field of cultural anthropology is of value to the teachers of social studies, helpful in creating improved learning situations, and useful to members of society" (p. 238), according to the authors. Article is well-documented through extensive footnotes, and within the text are specific references to periodicals and books of particular usefulness within discussions of history, economics, sociology, etc.

Pound, Louise
1952 The Scholarly Study of Folklore. WESTERN FOLKLORE 11: 100-108.

Read at the meeting of the Colorado Folklore Society held in connection with the Eleventh Annual Western Folklore Conference at the University of Denver, July 12-14, 1951. A general review of folklore scholarship and the trend which the author identifies as "popularizing" and broadening the acceptable definition of the term. Article makes no direct reference to the teaching of folklore, although there are indications that the recent trends which she is discussing are leading to such instruction.

Radcliffe-Brown, A.R.
1952 Historical Note on British Social Anthropology. AMERICAN ANTHROPOLOGIST 54:275-277.

Found in the "Letters to the Editor" section, this letter is primarily a response to an article by George Peter Murdock (AA 1951), to which Radcliffe-Brown feels compelled to remind readers to "bear in mind the historical facts about the development of anthropological studies in Great Britain" (p. 275). The remainder of the article is a summary of the establishment of anthropology as an academic discipline within educational institutions within England.

Weiant, C.W.
1952 An Inductive Approach to the Teaching of Archaeology. AMERICAN ANTIQUITY 17:251-253.

In arguing for an inductive approach to the teaching of archaeology, drawn from his own personal experience, Weiant concludes his discussion by emphasizing that "something in the nature of an archaeological laboratory should be regarded as an indispensible auxiliary to the teaching of archaeology."

Fortes, Meyer
1953 Social Anthropology at Cambridge Since 1900; An Inaugural Lecture. London: Cambridge University Press.

Discussion of the history and of the development of anthropology at Cambridge. Author views the contemporary anthropological teaching and research as continuing in the spirit of the men who began it in England in the Nineteenth Century.

Haas, M.R.
1953 The Application of Linguistics to Language Teaching. IN Anthropology Today. A. L. Kroeber, ed. Chicago: University of Chicago Press; pp. 807-818.

In this paper Haas notes that the problem is discussed from the point of view of developments in the United States during the first half of the Twentieth Century. Article distinguishes (1) language learning, (2) language description (descriptive linguistics), and (3) language teaching, in order at the outset to have a more clear understanding of the possible contributions of linguistic theory to the teaching of language. Reviews some of the work and goals of linguists as both apply to the subject.

Redfield, Robert
1953 Relations of Anthropology to the Social Sciences and to the Humanities. IN Anthropology Today. A. L. Kroeber, ed. Chicago: University of Chicago Press; pp. 728-738.

Areas discussed include: (1) The Social and Methodological Relations Between Disciplines; (2) The Polarities of the Anthropological Field; (3) The Ambiguity of the Anthropological Method; (4) The Partial Correlation Between Field and Method; (5) The "Holistic Nature of Humanity; (6) Effects (continued on p. 59).

of the Human Reality Upon Anthropology; (7) The Variety of Models in Anthropological Thinking; and (8) Anthropology as "Freedom in Tension." Author's introduction advises that the following treatment will be from the "American" point of view, and that this derives "from understanding of the subject that has been provided by Kroeber in a long series of his publications; indeed, there is no fundamental idea" that Redfield feels capable of adding to Kroeber's.

de Bie, P. (ed.)
1954 The University Teaching of Social Sciences; Sociology, Social Psychology, and Anthropology. Paris: UNESCO.

Contents reproduced: Chapter I., The Teaching of Sociology, Social Psychology, and Social Anthropology, pp. 11-24; Chapter II., The Place of Anthropology in the Social Sciences and the Problems Raised in Teaching It, pp. 96-124; Chapter IV., Factual Summary of Teaching Anthropology, in Selected Countries, pp. 158-244. [See also Lévi-Strauss 1954.]

Collier, D. and H. Tschopik, Jr.
1954 The Role of Museums in American Anthropology. AMERICAN ANTHROPOLOGIST 56:768-779.

Article stresses the positive role that a museum can offer to students in anthropology in the teaching of culture history and in ethnography. Authors believe that many departments are inadequate in this respect, and that museums can help by establishing programs to improve student learning through manipulation of, and research on, their collections. This report stems from a Wenner-Gren Foundation Regional Supper Conference, April 23, 1954, held at the University Museum, University of Pennsylvaia.

Ehrich, Robert W.
1954 Anthropology in the Liberal-Arts Curriculum: A Case Study. JOURNAL OF HIGHER EDUCATION 25:357-362. [de Laguna 1960.]

Key point stressed by author is that anthropology, by virtue of its amorphous (author's word) nature, allows for interdisciplinary cooperation between anthropologists and colleagues from other departments. Article deals primarily with the training of the nonprofessional anthropologist. [See also Ehrich 1947 for very similar thoughts and points expressed.]

Garn, S.M.
1954 On the Education of the Physical Anthropologist. AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY 12 (N.S.):607-609.

Author suggests that previously training of the physical anthropologist was in the sense of a generalist, perhaps because there were too few positions, if any, for the physical anthropologist, but that this is changed and continues to change for the better. Garn suggests more concentration on the study of biology and of the investigative techniques not available to his predecessors of former years. Article

includes suggestions for additions to the graduate level curriculum along the lines advocated by the author. [See also Kaplan 1955.]

Kroeber, Alfred L.
1954 The Place of Anthropology in Universities. AMERICAN ANTHROPOLOGIST 56:764-767. [de Laguna 1960.]

Traces the development of academic anthropology whereby it has been classified along with psychology because of its supposed affinity to biology; as a humanity; and at Harvard as a special and separate division. Author notes the tendency to group anthropology with "social sciences" because of administrative ease, but he warns of the danger in this approach in that students will come to believe that it was always this way, and that anthropology is therefore intrinsically a social science.

Lauri, N.O. and John B. Whiting
1954 A Technique for Teaching Ethnology. AMERICAN ANTHROPOLOGIST 56:442-445.

Brief article on the use of role-playing on the undergraduate level in the teaching of ethnology. This technique is cited in the article as first being developed by Whiting in 1948, and as having been used with modifications by both authors in a variety of courses and with students of different academic abilities since that time. In order to provide teachers who might be interested in this technique with the necessary information, article provides a brief summary of the results of this teaching, to date.

Lévi-Strauss, Claude
1954 The Place of Anthropology in the Social Sciences and the Problems Raised in Teaching It. IN The University Teaching of Social Sciences; Sociology, Social Psychology, and Anthropology. P. de Bie, ed. Paris: UNESCO; pp. 96-124, Chapter II. [Slightly modified version published in Structural Anthropology (New York: Basic Books, 1963, pp. 346-381).]

Rosenstiel, Annette
1954 Educational Anthropology: A New Approach to Cultural Analysis. HARVARD EDUCATIONAL REVIEW 24:28-36. [Source Burnett 1974.]

Author advocates the development of a curriculum in education and anthropology, with education being defined as a universal phenomenon necessitating careful documentation and research.

Burrows, E.G.
1955 Michigan Indian Folklore on the Air. MIDWEST FOLKLORE 5(1):11-13.

Author reports on the series of radio programs that he produced for grade school children throughout Michigan in 1954 in order "to tell the story of Michigan Indians, highlighting their surviving legends, music, and crafts, in order to bring about a better understanding of

their historic role and their place in our contemporary American society" (p. 11). The program's materials drew heavily on the extensive recordings and information already gathered by anthropologists and folklorists, and whenever possible the singing of songs and the telling of the stories was done by the Indians themselves. As part of the program, over 1600 teacher's guides were distributed to interested educational specialists; this manual included suggestions for classroom discussion and projects, a brief bibliography, and photographs of all the principal Indian participants (p. 12).

Davidson, Levette J.
1955 The Teaching of Folklore. WESTERN FOLKLORE 14:188-195.

A paper read before the sixty-fourth annual meeting of the American Folklore Society, El Paso, Texas, on December 22, 1952. Author describes the techniques of teaching folklore which have come out of his teaching of a course on the undergraduate level in American Folklore during the past decade (1945-1955), and which he believes may be modified to fit other educational situations. Divisions of this discussion include: (I) Surveying the Field—Types, Areas, Library Resources; (II) Classroom Activities; (III) The Folklore Laboratory; and (IV) Individual Projects. Emphasizes that "the satisfactions that come from teaching folklore are difficult to phrase; but as many folklorists know, they are solid and deep (p. 195).

Gruber, Jacob W.
1955 Anthropology and the High School. AMERICAN BIOLOGY TEACHER 17:228-230.

Advocates the inclusion of anthropology within the high school curriculum, and that it be taught within the high school with a perspective of three broad theses or approaches which the author considers to have been traditional to anthropology as a science. These include: (1) A more adequate perception of the place that man occupies in nature, and a look at the defined "uniqueness;" (2) A more clear understanding of the place that western society occupies with reference to humanity as a whole; and (3) A recognition of the peculiar nature of man himself within his own dimension, the human dimension.

Kaplan, Bernice A.
1955 More on the Education of the Physical Anthropologist (from the point of view of general anthropology). AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY 13 (N.S.): 351-355.

Response to Garn article in which author strongly feels that the proposed movement to spend more time away from anthropological areas by the physical anthropologist when a graduate student would serve to weaken the bio-cultural foundations of anthropology and anthropological training which Kaplan believes to have contributed to anthropological insight being looked to from other fields.

Spindler, George D. (ed.)
1955 Education and Anthropology. Palo Alto: Stanford University Press; 302 pp. [Burnett 1974.]

This volume contains a number of papers and commentaries which were originally delivered at a conference on education and anthropology. In addition to the articles included by Spindler, see also ones by Dorothy Lee, I. James Quillen, C.W.M. Hart, and Theodore Brameld.

Thomas, William, Jr. (ed.)
1955 Yearbook of Anthropology, 1955. New York: Wenner-Gren Foundation for Anthropological Research, Inc.; 836 pp.

From editor's preface: "With this volume the Wenner-Gren Foundation inaugurates a new series of publications, intended to increase its service to the anthropological profession with which it has become affiliated. The purpose of the present work is to report on the major accomplishments and trends during the 1952-1954 period in aspects of the field of anthropology" (p. vii). While several articles will be of interest, see especially the following: Evon Z. Vogt, "Anthropology in the Public Consciousness," pp. 357-374; E. Adamson Hoebel, "Anthropology in Education," pp. 391-395; F.L.W. Richardson, Jr., "Anthropology and Human Relations in Business and Industry," pp. 397-419; Gordon Macgregor, "Anthropology in Government: United States," pp. 421-433; and "Dissertations in Anthropology, Submitted to Educational Institutions of the World in Partial Fulfillment of Requirements for the Ph.D. Degree or Equivalent," pp. 701-752 [de Laguna 1960 notes that this list is "not complete"].

Thompson, Laurence S.
1955 Some Sources for Folklore Studies in the University of Kentucky Libraries. MIDWEST FOLKLORE 4:237-241.

Article attempts to suggest those "hidden" or "buried" sources which are available "in any collection of more than a half million volumes" (p. 237). Particularly, this article attempts to cover the collections of (1) printed materials, (2) manuscripts and scrap books, and (3) combinations of both, using the University of Kentucky libraries as the example.

Kimball, Solon T.
1956 Anthropology and Education. EDUCATION LEADERSHIP 13: 480-483. [Burrett 1974.]

While this article is primarily a discussion of an anthropological approach to educational systems, there is overlapping with the focus of this bibliography. Author summarizes the contributions anthropologists can make to the study of modern American institutions, such as the family, and particularly educational systems. Emphasis is on the basic areas of study, methodology, and point of view, with particular appeal by the author for anthropologists to help form the educational value judgements which must be made.

Weingrod, A.
1956 Anthropology and Social Studies. SOCIAL EDUCATION 20: 5-9 (Jan.).

Originally prepared in July 1955 as one in a series of articles collectively called "The Social Scientist Looks at the Schools," this article argues that social studies teachers need to know what anthropologists do and how they do it in order to learn from anthropological knowledge the important materials that may be pertinent to the teachers of social studies. Weingrod warns against the potential dangers of "popularity"—faddism and distortion.

Whiteford, A.H.
1956 The Museum in the School. AMERICAN ANTHROPOLOGIST 58: 352-356.

Author emphasizes the importance of museum experience to the training of the professional anthropologist, and the article encourages more curriculum integration of museum and department on the graduate level of study.

Dockstader, Frederick J.
1957 The American Indian in Graduate Studies. A Bibliography of Theses and Dissertations. Contributions from the Museum of the American Indian, Heye Foundation, Vol. 15, xvii, 399 pp. [Source de Laguna 1960; not able to verify or to provide annotation.]

Eggan, Fred
1957 Social Anthropology and the Educational System. SCHOOL REVIEW 65:247-259. [Source Burnett 1974.]

Focus of article is upon the important utility of anthropological knowledge for the teacher, but also to the general educator. Eggan emphasizes that through having knowledge of an anthropological perspective, the teacher has the opportunity to maintain a "human" perspective in both research and practice. Examples of questions which could be employed by educators who are concerned with looking at schools through the method and the perspective of a trained anthropologist are presented by author.

Ewing, J.F.
1957 Anthropology and the Training of Missionaries. CATHOLIC EDUCATION REVIEW 55:300-311.

Article is introduced by a brief comment on the little available literature on the method of teaching an area course, on the pedagogy of anthropology in general, and on the application of anthropology to the training of prospective overseas personnel of any kind. Concentration is then upon discussion of a specific experiment involving the application of anthropological training to the preparation of American Catholic missionaries for overseas assignment.

Hayden, R.I.
1957 Fifth-Graders Take A Crack at Anthropology. INSTRUCTOR 66:85, 91, 97 (April).

A report on the teaching of anthropology to a fifth-grade class in California through a comparative approach, as opposed to the standard social studies framework of compartmentalization. Particular concerns were: (1) independent research skills; (2) acquisition of important generalizations about people; and (3) understanding and appreciation for "our way of life," and the way of life of people everywhere. Unfortunately, the acknowledgement that the teacher who had decided to be the "guinea pig" had never studied anthropology—although she had always been interested in it—and the reference to the author's finding a "refreshing naive expression of patriotism" in the final compositions of the "more-gifted" children are in themselves revealing as to the state of anthropological instruction on the grade level at the date of this article.

Lee, Dorothy[2]
1957 Anthropology and American Secondary Education. IN Frontiers of Secondary Education, Syracuse University School of Education 11:1-9.

Sayres, W.C.
1957 Role Participation in the Teaching of Anthropology. JOURNAL OF GENERAL EDUCATION 10:108-113.

Author stresses the fact that when "anthropological materials are taken from the field into the classroom, much of their vitality may be lost. The heart of anthropology is the field experience itself, and without some appreciation of the quality of this experience the student may understandably find the data remote and difficult to associate with the way real people actually behave" (p. 108). In order to change this situation, Sayres believes that anthropologists have tried various devices "designed to introduce through their data real and understandable people whose problems are represented as more than academic and less than bizarre," and one approach has been experimenting with "role-playing" or "role participation." The remainder of the article centers on a discussion and transciption of one instance of this approach as used by the author at Yale University, 1955-1956, within a undergraduate course, "The American Indian." Briefly, this approach features the assignment of roles in the "target society" to individual students, including both generalized and specialized roles, according to the requirements of the situation to be presented. It is through the enactment of these roles that Sayres believes that students are encouraged to identify with the position of those in the society under study, and "to reach beyond themselves in depicting field situations which impart to otherwise cold paragraphs, tables, and charts the quality of first-hand and personalized experience."

(no author)
1958 The Teaching of Social Anthropology: Report on a Conference of the Association of Social Anthropologists Held at King's

College. Cambridge, England, from September 22 to 25, 1958. [Source Firth, "Aims, Methods and Concepts in Social Anthropology," IN The Teaching of Anthropology, Mandelbaum et al., eds., pp. 115-128. Not available for verification or annotation.]

Foster, George
1958 Summary Report. Wenner-Gren & American Anthropological Association Ph.D. Curricula Conference. Washington, D.C., November 23-24 (mimeo). George Foster, Chairman. [Not avaliable for verification or annotation.]

Hoebel, E. Adamson
1958 Anthropology, Universities and American Society. AMERICAN ANTHROPOLOGIST 60:633-639. [de Laguna 1960.]

1957 Presidential Address, American Anthropological Association. Hoebel suggests a complete review of anthropology on the graduate level, because of what he sees as the "inordinate" length of time —nine years—from the beginning of study and the awarding of the Ph.D. Author urges, since educational needs are changing and especially the growth of two-year colleges, that the training of those who will teach within the newly developing educational programs also be changed.

Holmes, L.D.
1958 Anthropology: It's More Than Bones and Old Stone. THE SOCIAL STUDIES 49:220-222.

Author bemoans the fact that while sociology is well-known to the average citizen today, anthropology is grouped with several "'ologies" that are not so well understood. Holmes believes that considering what the science of anthropology can offer to the average person who must learn to understand and to respect other ways of life and patterns of thought, it is unfortunate that it is available to only a small minority on the college level. Concludes: "Anthropology is more than just the study of bones and old stone, it is a discipline vital to the twentieth century. Today more than ever before it seems imperative to study and understand Homo Sapiens before we, through ignorance, render him extinct" (p. 222).

Kimball, Solon T.
1958 Problemas e Pesquisas Educasionais. EDUCACAO E CIENCIAS SOCIAIA 3:65-81. [Source Burnett 1974.]

In this article on educational problems and research, which is directed to Brazilian educators, the author suggests several contributions that an anthropological style of research and thinking can make to educational development and research in Brazil. Some enumeration and discussion of research areas having important concern to educational problems in Brazil.

Montagu, Ashley
1958 Education and Human Relations. New York: Grove Press.

[Source Burnett 1974.]

This article is written very much in the style of Montagu; that is, a quasi-philosophical essay which argues for "training in the theory and art of human relations" as the goal of education. Anthropological evidence and example are utilized to support author's case.

Roberts, D.F. and J.S. Weiner (eds.)
1958 The Scope of Physical Anthropology and Its Place in Academic Studies. New York: The Wenner-Gren Foundation for Anthropological Research. [Not available for verification or annotation.]

Spindler, George D.
1958(a) Anthropology in the Social Studies Curriculum. NATIONAL EDUCATION ASSOCIATION JOURNAL 47:626-627; Readings in Anthropology, a Bibliography, p. 651.

Spindler believes that anthropology can make an important contribution to the social studies curriculum of elementary and secondary schools; for example, (1) with its accumulative knowledge of varying cultures, it affords the student an opportunity to study the range of human insititutions and the varying solutions that have been developed for the problems of existence, and (2) it is a synthesizing subject, pulling together seemingly unrelated parts of human behavior. Suggests outline of introductory materials, and stresses the importance of training teachers.

Spindler, George D.
1958(b) New Trends and Applications in Anthropology. IN New Viewpoints in the Social Sciences, 28th Yearbook, National Council for the Social Studies, National Education Association. Washington, D.C.; pp. 115-143.

Emphasizes the importance to the social studies teacher of the understanding of anthropological concepts and approaches, for example, the physical evolution of the human species, cultural values and cultural universals, research methods and approaches, etc.

Sturtevant, W.C.
1958 Anthropology as a Career. Publication 4343. Washington, D. C.: The Smithsonian Institution. [Revised 1963.]

(no author)
1959 Symposium on the History of Anthropology. AMERICAN ANTHROPOLOGIST 61:371-404. Presented at a general session of the American Anthropological Association at the Fifty-Seventh Annual Meeting in Washington, D.C., on November 22, 1958.

This Symposium contained four separate presentations, each with a focus on a particular aspect of the "history of anthropology." These were later published as: (1) "The History and Development of Physical Anthropology," by Harry L. Shapiro, pp. 371-379; (2) "The Pursuit of

Archaeology in the United States," by. J. Griffen, pp. 379-389; (3) "Past Developments and Present Currents in Ethnology," by Melville J. Herskovits, pp. 389-398; and (4) "The History of the Personality of Anthropology," by Alfred L. Kroeber, pp. 399-404. While reviewing several aspects of anthropology from four different viewpoints, each author pays some attention to the place of instruction in the subject. For example, Griffen states that "a highly significant development in physical anthropology...was the emergence of a center for training students."

California State Department of Education
1959 Generalizations Relating to Anchropology. Report of the State Central Committee on Social Studies. Sacramento, California; pp. 53-60 (mimeo). [Not available for verification or annotation.]

Hoffenbacher, H.B.[3]
1959 Putting Concepts from Anthropology into the Secondary School Program. Dearborn, Michigan; pp. 1-9 (mimeo). [Source Spindler 1958(b); not able to verify.]

Author is the Social Studies Coordinator for the Secondary Schools, Dearborn, Michigan. In mimeo this discussion provided the basis for the program introduced into the Edsel Ford High School in Dearborn.

James, P.E.
1959 The Use of Culture Areas as a Frame of Organization for the Social Studies. IN New Viewpoints in Geography; 29th Yearbook, National Council for the Social Studies, National Education Association. Washington, D.C.; pp. 162-176.

The term "anthropology" is not used at all within this article, however, the concept of culture area and the materials drawn upon are decidedly anthropological and anthropology. The concept of culture area is applied to the proposed structuring of a course in social studies in order to provide for a balanced picture of the world, according to the author.

Kluckhohn, Clyde
1959 Anthropology in Harvard College. Harvard Foundation for Advanced Study and Research, NEWSLETTER. Cambridge: Harvard University. [Not available for verification or annotation.]

Lee, Dorothy[4]
1959 Religious Perspectives of College Teachers in Anthropology. IN Religious Perspectives in College Teaching. Fairchild, ed.; pp. 338-359.

Mead, Margaret
1959 Apprenticeship Under Boas. AMERICAN ANTHROPOLOGIST 61:29-45 (supplement).

Discussion of the teaching methods and techniques of Boas as a

teacher by a well-known former pupil. Article contains an indication of the emphasis which Boas placed upon academic anthropology, and on the establishment of departments of anthropology in the United States.

Rosenstiel, Annette
1959 Anthropology and Childhood Education. SCHOOL AND SOCIETY 87:482-483.

An extremely brief summary of what the author considers to be the value of an understanding of anthropological concepts and methods to the primary school teacher.

Sanders, Jennings Bryan
1959 Social Science Requirements for Bachelor's Degrees: A Study of Anthropology, Economics, History, Political Science, and Sociology in General Graduation Requirements. U.S. Department of Health, Education and Welfare, Office of Education, Bulletin 1959, No. 8. [Source de Laguna 1960 with note to "see especially pp. 4-9. Not available for verification or annotation.]

Smith, Marion
1959 The Importance of Folklore Studies to Anthropology. FOLKLORE 70:300-312.

Footnote indicates that this was originally presented as a talk before the Folk-Lore Society in London on 21 May, 1958. Primarily a review of the early "giants" in folklore and anthropology in England, author concludes that the primary contribution of folklore to anthropology has been "that in it lay so many of the seeds of the broader subject" (p. 312). While this article is not concerned with the teaching of anthropology per se, it is concerned with the role of anthropology and anthropologists during the last century and the legacy contemporary scholars therefore owe, and in this way it is helpful in discussing the interrelationship of folklore and anthropology, of folklorist and anthropologist.

(no author)
1960 The Card-Shuffling Method of Graduate Education. HUMAN ORGANIZATION 19:169.

Unsigned editorial bemoans the increasingly popular method through which a student obtains a Ph.D. without the actual firsthand research experience in problem formulation, field research, or even adequate supervision of any original research. "Card-shuffling," as it is defined here, is the practice whereby a thesis student is handed a set of data cards—usually left over from a research project of a senior faculty member—and "shuffles" them, making him happy, the senior researcher happy, but not the writer! Suggests that adequate financial support for research should be a top priority, that senior faculty must involve a student researcher at all levels of the work, and that support for small writing and data processing costs could be promoted by concerned graduate departments. [See also Quintana 1961.]

Chilcott, John H.
1960 The Place of Anthropology in the American Public School Curriculum. KROEBER ANTHROPOLOGICAL SOCIETY PAPERS 22: 68-70 (Spring).

Author states that the purpose "of this paper is to examine briefly the manner in which anthropological topics are presented in our public schools and suggest some alternatives which might result in the better utilization of this time" (p. 68). Criticism of the present approach include the lack of training by the teachers, a lack of presenting representative cultures in favor of the more "exotic" ones, the disregard for a cultural whole but more likely the extracting of particular traits from several cultures with little thought, and the emphasis on material aspects because of the initial interest of the students, for example clothing and the building of a tepee. Suggests an approach whereby each grade level would concentrate on a particular culture, rather than on several, and that the course itself be offered along with other social sciences, not as a separate entity. Concludes by emphasizing that "the time has arrived for anthropologists to suggest means and topics which can be properly developed as part of the curricular patterns of our American public schools," because "the time has already been allocated; the method and content need revision" (p. 70).

Ellison, J.L.
1960 Anthropology Brings Human Nature into the Classroom. SOCIAL EDUCATION 24:313-316, 328.

Author stresses the following values of an anthropology course in high school: (1) fascinating material; (2) people "come alive;" (3) material covered is concerned with the most basic human interrelationships and institutions; (4) small populations, relatively homogenous in custom and belief; and (5) value of working with "human nature."

Goins, J.F. and H. Nelson
1960 Report of a Survey of Anthropological Teaching in the Southern California Region. Educational Resources in Anthropology Project. Berkeley: University of California (mimeo). [Not available for verification or annotation.]

Hallowell, A. Irving
1960 The Beginnings of Anthropology in America. IN Selected Papers from the American Anthropologist, 1888-1920. Frederica de Laguna, ed., For the Publications Committee of the American Anthropological Association. Evanston, Illinois: Row, Peterson and Co.; pp. 1-90.

While the article is essentially an important review of the development of anthropology as a subject "rooted in the search by man for increasingly reliable knowledge about himself and his place in the universe" (p. 1), there are important sections of it which deal directly with the introduction of anthropological instruction into the academic atmosphere. In fact, Hallowell, in his discussion of

the beginnings of anthropology, considers the introduction of anthropology within an academic setting to be significant in the professionalization of anthropological study.

Hansen, A.T.
1960 Teaching About Caste in Intra-Caste and in Inter-Caste Situations. HUMAN ORGANIZATION 19:77-81.

Paper is an early report on author's experience in teaching about the concept of caste within classrooms of all black, all white, and mixed (black and white) students. Suggests practical application of anthropological concepts with comments on possible further study and research.

Henry, Jules
1960 A Cross-Cultural Outline of Education. CURRENT ANTHROPOLOGY 1:267-305. [Source Burnett 1974; reprinted in On Education (New York: Vintage Books, 1972).]

Article presents an overview of the application of cultural and social anthropology to the discipline of education. The outline is primarily concerned with education as a social process, with a review of informal as well as formalized aspects of that process. [See also Sierskma et al. 1961; Henry 1961.]

Hurt, E.E., Jr.
1960 The Teaching of Physical Anthropology (at Harvard). Typescript (9 pp.) of paper presented at the annual meeting of the American Association of Physical Anthropologists, during March 1960, in Washington, D.C. [Not available for verification or annotation.]

Kimball, Solon T.
1960(a) Darwin and the Future of Education. EDUCATIONAL FORUM 25: 59-72. [Source Burnett 1974.]

Author advocates the application of the natural history method to the educational enterprise; first tracing the evolution of Darwin's thinking which led to conceptualizing the relationships between variation, natural selection and organic change, then proceeding to a characterization of the natural history method as focusing on classification and the construction of principles of change —a method which the author stresses should be more often applied to educational theory and practice.

Kimball, Solon T.
1960(b) The Teaching of Anthropology: Graduate Professional Education. Paper presented to the Symposium on Anthropology in General Education held at the New York Academy of Sciences, May 1960. New York: Columbia University; pp. 1-16 (mimeo). [Not available for verification or annotation.]

de Laguna, Frederica (ed.)
1960 Selected Papers from the American Anthropologist, 1888-1920. For the Publications Committee of the American Anthropological Association. Evanston, Illinois: Row, Peterson and Co.

From the "Preface" to this volume: "Initiated in 1958, this volume in its way marks the seventieth anniversary of the founding of the AMERICAN ANTHROPOLOGIST by offering a selection from the best which appeared within it during the first half of its life to date" (vi). Important selections from the AMERICAN ANTHROPOLOGIST pertinent to this bibliography include: (1) Hallowell, "The Beginnings of Anthropology in America," pp. 1-90; (2) "The Development of Anthropology," pp. 91-104; (3) Brinton, "The Nomenclature and Teaching of Anthropology," pp. 109-118; "Recent Progress in American Anthropology," pp. 131-135. Important sections of the book include the well-prepared final selection titled "Selected Bibliography on the History of Anthropology in America," pp. 888-915. This includes several bibliographies arranged along the following lines: I. The History of the Discipline; II. Anthropological Personnel and Personalities; III. Anthropological Organizations; IV. Yearly Survey of Anthropological Activities; and V. Anthropology as an Academic Discipline.

Lanz, C.C.
1960 Digest of Responses to Anthropology-Sociology Questionnaire Circulated to Public Junior Colleges in Spring, 1958. IN Report on the Conference on Anthropology, Appendix II., 1960. University of California. [Not available for verification of annotation.]

Little, K.
1960 Applied Anthropology and Social Change in the Teaching of Anthropology. BRITISH JOURNAL OF SOCIOLOGY 11:332-347.

Examination of the position of applied anthropology in relation to the anthropological curriculum. Author believes that there is, for all practical purposes, little difference between the training of the applied anthropologist and the academic anthropologist. Stress is upon the applied anthropologist having a means of studying cultural contact and change dynamically, and as a method of predicting social progress.

Mandelbaum, David G.
1960 The Teaching of Anthropology in the United States: A Review of the Symposia of the Project for Educational Resources in Anthropology. New York: Wenner-Gren Foundation for Anthropological Research. [Privately circulated; not able to verify or to provide annotation.]

Reaver, J. Russell
1960 Teaching Folklore to College Students. SOUTHERN FOLKLORE QUARTERLY 24:242-247.

"In the light of this current interest of our national society

[American Folklore Society] in the academic study of folklore" (p. 242), author presents some observations on the training in folklore for college students. In addition, results of an earlier survey conducted under the auspices of the Society indicating that seventy-one percent of all college folklore courses are taught and administered by English departments; Anthropology teaches fourteen percent; with the remainder divided among Sociology, German, Spanish, Music, Fine Arts, History, or some joint administration, are reproduced.

University of California, Office of Relations with Schools
1960 Report of the Conference on Anthropology for California Two-Year and Four-Year Collegiate Institutions. Los Angeles: University of California (mimeo).

A report jointly sponsored by the Department of Anthropology and Sociology at the University of California, Los Angeles, and the Southwest Anthropological Association, with the Los Angeles State College as Host Institution. [No other information available.]

Wallace, Anthony F.C. (ed. under the Chairmanship of)
1960 Selected Papers of the Fifth International Congress of Anthropological and Ethnological Sciences. Philadelphia, September 1-9, 1956. Philadelphia: University of Pennsylvania Press; 810 pp.

See especially Section I: Current Status of Anthropological and Ethnological Studies, pp. 11-83. Several of the papers included in this first section are concerned with "current trends" within countries, sub-fields of anthropology, or institutions of training or research, and as such contain pertinent information within the focus of this bibliography. However, no one article centers upon the "study and teaching" of anthropology or any of its sub-fields, so the important information must be searched out individually, on an article-by-article basis within this section.

Whiteford, A.H. (ed.)
1960 Teaching Anthropology. Papers Presented at the Seminar on Teaching Anthropology, 33rd Annual Meeting of the Central States Anthropological Society, Madison, Wisconsin, 1957. Logan Museum Publications in Anthropology, BULLETIN No. 8; pp. iii-v, vii, 1-66. [May be listed in the serials collection of some libraries under Beloit College, Logan Museum Publications, Beloit, Wisconsin.]

All of the seven papers are the outcome of the Seminar, however, not all of the papers presented are included, and some new ones were solicited by Whiteford after the Seminar. A paper by Sol Tax, "Preparation for Graduate School," was delivered from notes, and was not finally written for publication; a paper by William Bascom on "Anthropology in the Inter-Disciplinary Program" also is not included, the article by Merriam being a substitution. FInally, the paper by Kimball Young, "Some Problems of Interdisciplinary Courses," is reprinted with persmission of THE JOURNAL OF GENERAL EDUCATION (April

1953). The philosophy of the seminar and the publication three years later of these papers is clear from the editor's preface: "The program was organized by the editor of this volume in the belief that the majority of American anthropologists spend the majority of their time teaching. In spite of this our meetings consist exclusively of presentations of research papers and the discussion of research problems. We act as though we have nothing to do with teaching or, at least, are not affected by or interested in the problems of education. This is far from the facts of the matter and these few papers strongly attest that, in many institutions, anthropologists have been deeply involved in the new developments in higher education and have contributed substantially to new courses and expanded curricula. These papers indicate some of the areas with which anthropologists are concerned, some of the problems which they have faced, some of the relationships which they have established, some of the techniques which they have developed, and, perhaps, some of the directions in which their discipline is developing" (p. iii). [Each entry is listed separately, in order of presentation, and with complete citation.]

Whiteford, A.H.
1960(1) The Absorption of Anthropology. Logan Museum Publications in Anthropology, BULLETIN 8:1-9.

Focus of the article, written specifically for this volume, is upon the future development of anthropology and the role which it will play in teaching and research as its materials and techniques are increasingly adopted by other disciplines.

McGregor, J.C.
1960(2) The Introductory Course in Anthropology. Logan Museum Publications in Anthropology, BULLETIN 8:10-16.

Focus of article is upon the problems which arise in connection with the teaching of an introductory course in anthropology, based on the author's experience at teaching such a course over a number of years at the University of Illinois. Since the introductory course in anthropology is part of the general education, the course should: (1) create a desire to learn and to stimulate curiousity; (2) develop a critical attitude toward all information; and (3) aid in the development of a personal philosophy, both of life and of work, according to McGregor.

Rowe, C.W.
1960(3) Anthropology in the Liberal Arts College. Logan Museum Publications in Anthropology, BULLETIN 8:17-22.

Rowe focuses upon the place of anthropology courses within a small, liberal-arts college, based on his experience at introducing anthropology courses to Lawrence College, Appleton, Wisconsin.

Messenger, J.C., Jr.
1960(4) The Teaching of Anthropology in a General Education Program. Logan Museum Publications in Anthropology,

BULLETIN 8: 23-37

Discussion of the organization of the general education program at Michigan State University (Lansing) with emphasis on the Social Science Department where anthropological data are taught, the impact of these data on the students and on the university at large, the problems encountered among students and faculty in so far as learning and teaching are concerned, and certain advantages and disadvantages of teaching in such a program.

Merriam, A.P.
1960(5) Anthropology in the Interdisciplinary Course. Logan Museum Publications in Anthropology, BULLETIN 8:38-43.

A comparative and up-dating of the discussion of Kimball (which follows) concerning the Northwestern University (Evanston, Ill.) General Studies course in anthropology, sociology, psychology, as well as some of the problems encountered in its early and continuing development at the University. Conclusion reached by the author is that this course is integrated, an important plus factor, and that considerable labor has gone into making it so.

Young, K.
1960(6) Some Problems of Interdisciplinary Courses in the Social Sciences. Logan Museum Publications in Anthropology, BULLETIN 8:44-56.

Paper earlier published (1953) is concerned with the development and the operation of an interdisciplinary course at Northwestern University (Evanston, Ill.) entitled "An Introduction to the Sciences of Human Beahvior." Sponsored by the Departments of Anthropology, Sociology, and Psychology this course is taught as a one year (3 quarter) unit, rather than as three separate areas of course concentration, one in each of the disciplines. First offered in the Fall of 1949, extensive planning and then continuing evaluation went on, and the author emphasizes that the process is at times difficult and he believes that the article does not try to minimize the inherent problems of such an enterprise.

Beardsley, R.K.
1960(7) Anthropology in Area Training. Logan Museum Publications in Anthropology, BULLETIN 8:57-63.

Emphasizes the advantages to the conception of materials from an "area" approach, and suggests that while the anthropologist must "walk as an equal" among the other discipline participants, the anthropologist can often times additionally serve as a "go-between" because of the nature of anthropological data and method.

Brameld, Theodore
1961 Education for the Emerging Age: Newer Ends and Stronger Means. New York: Harper and Brothers. [Source Burnett 1974.]

A polemic discussion encompassing several viewpoints on conceptual levels. Author encourages an interdisciplinary approach to education through an alliance with anthropology and philosophy.

Brameld, Theodore and E.B. Sullivan
1961 Anthropology and Education; Anthropology in the Curriculum. REVIEW OF EDUCATIONAL RESEARCH 31:70-79.

Article reviews the literature in anthropology and education for the three year period since the issuance of Vol. 28, February 1958. (Not cited in this bibliography). Discusses (1) anthropology and educational theory; (2) education as a cultural process; (3) anthropology in the curriculum; and (4) further research areas. Summary of studies and bibliography of relevant and cited literature included.

Burling, Robbins
1961 Anthropology in Burma. PHILADELPHIA ANTHROPOLOGICAL SOCIETY BULLETIN 14(2):1-2.

A brief discussion of the training in anthropology which was offered in Burma during 1960 as observed by Burling. Primary criticism is of the lack of opportunity for field experience as part of the normal period of graduate study. While in Burma, Burling was responsible for providing this supervised experience for a handful of students.

Dorson, Richard M.
1961 A Southern Indiana Field Station. MIDWEST FOLKLORE 11: 133-138.

While Dorson writes that his "own personal philosophy of fieldwork calls for a total disengagement from the daily round; the collector should completely sever his links with the nonfolk world and immerse himself fully in a new folk life," he still values the "partial" immersion that is permitted through the establishing of a "station." Obvious advantages for this include, in the case of Indiana University: (1) the resources and facilities of the Folklore Program are at hand; (2) Southern Indiana comprises a cultural region with its own identity, and yet folklorewise we know little about the patterns of Hoosier folk traditions; (3) the presence of the University gives an institutional support to the door-knocking collector; and (4) the closeness of the "field" allows and encourages continuity through ease of return trips. As the above indicates, the primary point of Dorson's article is to emphasize the importance of fieldwork, most particularly to the graduate student in folklore, but also to discuss how extremely profitable research can be carried out near to a University base when time and funds are limited.

Dunlap, Robert L.
1961 Teaching Anthropology in High School. EDUCATION DIGEST 26:52-53.

Short summary of the planning, teaching, and subsequent evaluating

of a course in sociology and anthropology taught to thirty-four seniors in 1961. Focus of the course included a 6-week introduction to (1) general sociology and anthropology, (2) physical anthropology, tracing the history of man, (3) followed by race, ancient civilizations, and (4) archaeological method, with field excavations being conducted under the supervision of faculty from the Department of Sociology and Anthropology, University of Washington. See also WASHINGTON EDUCATION 72(4):16-17.

Greengo, Robert E.
1961 Man's Past, Present and Future. WASHINGTON EDUCATION 72(4):11-12. [Source issue "Table of Contents;" not available for annotation.]

Gunther, Erna and Catherine Paris
1961 Anthropology and the Museum. WASHINGTON EDUCATION 72(4): 19-21. [Source issue "Table of Contents;" not available for annotation.]

Henry, Jules
1961 More on Cross-Cultural Education. CURRENT ANTHROPOLOGY 2:260-264. [Source Burnett 1974; reprinted in On Education (New York: Vintage Books, 1972).]

Focus of author is on refutation of his critics writing in response to original article "Cross-Cultural Outline of Education"(CA 1960). Each critic and criticism is taken separately for discussion. [See also Henry 1960; Sierksma et al.]

Holmes, Lowell D.
1961 Editorial: Anthropology in Secondary Schools. SCIENCE OF MAN 1(6):182. [Not available for verification or annotation.]

Kraesteff, K.
1961 Anthropology in the Secondary School. SCHOOL AND COMMUNITY 48:8-9 (Dec.).

Author deplores the fact that while anthropology may be introduced in the elementary schools "because building an Indian tepee is fun," there are few if any courses, good or bad, in anthropology on the secondary level. Suggests that there are at least four major approaches to the problem: (1) Anthropology can be introduced into the curriculum as a separate elective course open to high school seniors; (2) Anthropology can be introduced as a summer school course; (3) Anthropology can be introduced as an extracurricular activity in an interest club; and (4) Anthropological content can be inserted in the already existing curriculum—in biology, in history, in art, music and dance, in English, and in any area of the traditional curriculum.

Leeds, A.
1961 Considerations Regarding Anthropology in High School Curricula. HUMAN ORGANIZATION 20:134-140.

Originally distributed as "Some Considerations of the Possibilities of Anthropology in the High School Curriculum: An Experiment in Teaching Anthropology" (New York: City College, 1960), 1-16 pp. (mimeo). Presented as a paper before the Symposium on Anthropology in General Education, New York Academy of Sciences, May 1960. Author stresses the importance of the training of those who will teach anthropology on the high school level. Article strongly supports the presence of anthropology within the high school curricula, providing a "liberating experience" with the study of anthropology bringing students "closer to discovering a universal humanity and an aesthetic common to all men, regardless of time and place, a discovery which can be most satisfactory of all" (p. 140).

Mandelbaum, David G. (organizing Chairman)
1961 International Symposium on the Teaching of Anthropology. CURRENT ANTHROPOLOGY 2:508-509.

Conference held at Burg Wartenstein, Austria, on August 9-16, 1960, sponsored by the Wenner-Gren Foundation for Anthropological Research. Listing of participants, papers, and discussants is included. Areas covered: (1) General comments; (2) Culture change and anthropological teaching; (3) Specialization and external relations; (4) Applied Anthropology; (5) Teaching aids; (6) Teaching objectives and curricula; and (7) Extra-scientific involvement. Footnote in article indicates: "'General Conference on the Teaching of Anthropology' was held in Berkeley, California, March 2-4, 1961, in which North Americans who had reviewed the results of all the previous meetings developed and discussed new papers on this subject."

Paulsen, F. Robert
1961 Cultural Anthropology and Education. JOURNAL OF EDUCATIONAL SOCIOLOGY 34:289-299. [Source Burnett 1974.]

Article is an examination of the insights and principles of anthropology which the author considers to be of important value to the contemporary educational personnel. Including: (1) the development of human culture; (2) the comparative nature of anthropology and the possibilities for study of all human cultures; (3) the study of pattern changes within a culture; and (4) the methodology of anthropological inquiry.

Quintana, B.B.
1961 Requirements for the Teaching of Anthropology. HUMAN ORGANIZATION 20:102.

Contained in the "Letters" section, this is an affirmative response to the earlier "The Card-Shuffling Method of Graduate Education" (1960). Article explores the "grave professional concern" of the increasing number of courses being offered in anthropology, or at least called by that title or offered under that designation, by instructors who "once-had-a-course-in-anthropology." Suggests that "the science of man and his works [is] up for 'free grabs' in today's academic marketplace" where everyone is anxious to "hop on the bandwagon" to increase course enrollments and to offer relevant materials.

Encourages the re-evaluation of collegiate offerings through the re-education of college administrators and others responsible for faculty selection and course requirements in order to raise the level of college teaching of anthropology, before the area is to become "overrun by 'jacks-of-all trades.'" Author sounds a clarion call for anthropologists to become involved in active roles to encourage the implementation of new policies and practices aimed at preserving and improving the quality of excellence in anthropology as a discipline. "Weak scholarship, inept teaching, and indifference will neither improve professional anthropology nor aid in the utilization of anthropological findings, either by anthropologists or by non-anthropologists, in the building of a better world."

Quintana, B. and P. Sexton
1961 Sociology, Anthropology and Schools of Education: A Progress Report. JOURNAL OF EDUCATIONAL SOCIOLOGY 35: 97-103 (Nov.).

Summary of the post World War II trends in presenting sociology and anthropology in undergraduate and graduate programs of education in the United States. Questionnaire survey results in 1961 reveal a high consistency of responses which see the need to utilize these disciplines in teacher education; however, there is considerable divergence of opinion concerning the "ways and means" of doing so.

Rowe, John Haviland
1961 Archaeology as a Career. ARCHAEOLOGY 14(1):45-55. Reprinted, with bibliography revised 1967 and 1970 by the Archaeological Institute of America, New York.

A general comment on the definition of archaeology, its relationship with the humanities and the social and natural sciences, the various research problems of archaeology, some of the training necessary in the subject, and the availability of teaching and research positions for the professional. Bibliography includes both suggested journals, "for their broad area coverage," and books "on what archaeologists do and on certain aspects of the history of archaeology."

Salzman, Zdenek
1961 On the Anthropological Aspects of Education at Verde Valley School. VERDE VALLEY SCHOOL NEWSLETTER, No. 30 (Jan.). Verde Valley School, Sedona, Arizona. [Other issues of the newsletter provide additional information on the role of Anthropology at Verde Valley School.]

Sierskma, F., Murray Wax and Evelyn Wood.
1961 More on Cross-Cultural Education. CURRENT ANTHROPOLOGY 2:255-259.

A number of different and differing viewpoints in response to Jules Henry's original article on the subject. See Henry 1960, 1961. It is important to look at all three articles as a unit.

Taylor, Herbert C., Jr.
1961 Anthropology in Teacher Training. WASHINGTON EDUCATION 72(4):13-15. [Source issue "Table of Contents;" not available for annotation.]

Watson, James B.
1961 Roads to Understanding Man. WASHINGTON EDUCATION 72(4): 6-10. [Source issue "Table of Contents;" not available for annotation.]

Weakland, J.H.
1961 The Essence of Anthropological Education. AMERICAN ANTHROPOLOGIST 63:1094-1097.

Author believes that what is at the "heart" of the anthropological contribution to education, as a social scientific discipline, is the method of study and the understanding which is characteristic of sound anthropology. Recent experience leads Weakland to conclude that this general anthropological approach is indeed applicable to a wide range of human behavior and social situations. What is this approach? It is firsthand observation, description, and movement toward conceptualization, generalization, and notation of patterns of relationships, as outlined by the author.

Chilcott, J.H.
1962 A Proposal for the Unification of Secondary School Courses Through Anthropology. CLEARING HOUSE 36:387-393.

Article suggests the adoption of the anthropological approach in order to tie together, into an integrated sequence, the segmented courses now being presented in the great majority of secondary schools in the United States.

Clark, C.D.
1962 Departmental Honors Program; Sociology and Anthropology. SUPERIOR STUDENT 4:25.

A brief report of the Honors Program available in the Department of Sociology and Anthropology by a member of the faculty who helped to initiate the program more than twenty years before, i.e. early 1940's. Clark concludes, based on opinion and experience, not exact study (her words), that: (1) those taking Honors work are stimulated in ways that produce superior intellectual growth and academic achievement, and (2) the work contributes to the graduate success, because it brings the student into closer relation with faculty mentor(s), developing a professional attitude much earlier.

Hellman, R.A.
1962 A Case for Anthropology in Public School Curricula. PHI DELTA KAPPAN 44:43-44 (Oct.).

Author writes that since the nature of man is well established, through the work of Coon and Leakey, and this work is paleonto-

logically authenticated, there would seem a valid case to be made for the inclusion of anthropology in the public school curriculum to provide an education in zoological origins and cultural diversity. Hellman also proposes that the teacher education curriculum might be altered to provide an anthropological perspective and thereby better prepare teachers who will be in fact presenting this material and its approach.

Miller, S.N.
1962 The World Cultures Course. SOCIAL EDUCATION 26:69-70.

On April 29, 1958, the State Council of Education for the Commonwealth of Pennsylvania mandated the teaching of "World Cultures" in the Commonwealth high schools. Why? This article is a summary of that position: (1) There is an imperative need for the people of the United States as citizens of one of the two most powerful countries to understand the peoples of the other; (2) The key to genuine understanding of the peoples of the world is through their culture; (3) There are a variety of approaches to the world cultures course, and a wealth of material; and (4) A world cultures course is only part of the thread of cultural understanding that should run through the social studies curriculum.

Sady, R.R.
1962 Reply to "Considerations Regarding Anthropology in High School Curricula." HUMAN ORGANIZATION 21:171.

Article is a reply to Leeds 1961. Author takes the opposite point of view, that being that there is much to be said for the teaching, without necessarily being labelled anthropology, of anthropological conclusions and point of view in the current curricula within the high school. Discussion is point-by-point: students, teachers, materials to be included.

Spindler, George
1962 The Study of World Cultures in Secondary Schools. Report of a Conference by the Southern Pennsylvania Study Council B. Danville, Ill.: The Interstate Printer and Publishers, Inc. [Not available for verification or annotation.]

Brown, I.C.
1963 Anthropology in the Humanities. EDUCATIONAL LEADERSHIP 20:252-253, 256-258.

Focus of this article is on the importance of both the humanities and the behavioral sciences in the understanding of man and the universe, with Brown acknowledging space limitations and personal familiarity as her reasons for giving major consideration to the role of anthropology. According to this discussion, anthropology can provide: (1) perception of time; (2) bringing together of various experiences in living; (3) perspective on the student's own culture; and (4) discovery of own humanity. It would be more useful to "regroup" the total curriculum along lines that are broader and more fundamental, rather than adding simply an anthro-

pology course, according to author's estimation of curriculum needs and practical feasibility.

(no author)
1963 Focus on Anthropology. THE INDIANA SOCIAL STUDIES QUARTERLY 16(1):10-40.

A special issue containing seven articles, of which four appear to be within the scope of this annotated bibliography. In each case, the source was the "Table of Contents" page of the issue. However, the articles were not themselves available for annotation. [Each entry is listed separately, in order of presentation, and with complete citation.]

Collier, Malcolm
1963(1) Report on the Anthropology Curriculum Study Project. THE INDIANA SOCIAL STUDIES QUARTERLY 16(1):10-15

Collier, Malcolm, Grace Kachaturoff et al.
1963(2) Models for the Use of Anthropology in the Social Studies Curriculum. THE INDIANA SOCIAL STUDIES QUARTERLY 16(1): 16-30.

Reese, Herbert J.
1963(3) Introducing Cultural Anthropology into the Curriculum. THE INDIANA SOCIAL STUDIES QUARTERLY 16(1):31-34.

Owens, Carroll D., Paul R. Borders, and Robert L. Webb
1963(4) Anthropology in the Ninth Grade. THE INDIANA SOCIAL STUDIES QUARTERLY 16(1):35-40.

Hallowell, A. Irving
1963 The Academic Teaching of Anthropology in the United States. SCIENCE 141:144-145 (July 12).

This is actually a review of the Mandelbaum et al. publications, The Teaching of Anthropology and Resources for the Teaching of Anthropology (Berkeley: University of California Press, 1963). However, Hallowell also provides a brief review of the development of academic anthropology with reference to some of the problems which are revealed in this book as being of concern to contemporary anthropolgists, which were not of a concern in the same way to previous generations of anthropologists. For instance, the question of the necessity of field training for those who will teach on the undergraduate level to non-anthropology majors; the huge growth in the sheer number of members now in the Association; the growth in both the number of courses now offered and in the number of students who are registered in them; and the availability of audio-visual and other resources for the teaching of the subject.

Hertzberg, H.[5]
1963 Grasping the Drama of a Culture: An Anthropological Approach to History in Junior High. NATIONAL EDUCATION ASSOCIATION JOURNAL 52:44-46.

Mandelbaum, David G, G.W. Lasker and E.M. Albert (eds.)
1963(a) Resources for the Teaching of Anthropology. Including "A Basic List of Books and Periodicals for College Libraries," compiled by R.S. Beckham with the assistance of M.P. Beckham, Berkeley: University of California Press.

This volume, and the volume by the same editors which follows immediately in discussion, is the outcome of the Educational Resources in Anthropology (ERA) Project of the Department of Anthropology, the University of California, Berkeley. The project and subsequent publication had the complete support and encouragement of the American Anthropological Association. Outline of contents:

Introduction, G.W. Lasker, pp. 1-6
I. A Survey of Catalog Listings in Anthropology, G.W. Lasker, pp. 7-21.
II. Student Enrollments and Teachers of Anthropology in California, G.W. Lasker and H. Nelson, pp. 23-35.
III. Personnel Resources: Building the Anthropology Department, R.L. Beals, pp. 37-47.
IV. The Use of Audio-Visual Teaching Aids, R.L. Birdwhistell, pp. 49-61.
V. Teaching Aids in Physical Anthropology, G.W. Lasker, pp. 63-68.
VI. Library Problems in the Teaching of Anthropology, J.H. Rowe, pp. 69-76.
VII. A Basic List of Books and Periodicals for College Libraries, R.S. Beckham and M.P. Beckham, pp. 77-316.

Mandelbaum, David G., G.W. Lasker and E.M. Albert (eds.)
1963(b) The Teaching of Anthropology, Memoir 94, American Anthropological Association. Abridged edition published by the University of California Press, 1967.

This volume, and the one immediately above, is the outcome of the Educational Resources in Anthropology (ERA) Project of the Department of Anthropology, University of California, Berkeley. The abridged edition was published in paperback by the University of California Press, Los Angeles and Berkeley, in 1967. It contains twenty-six of the original forty-six articles, with no alterations of text in any case, and the selection was based on the responses of the original forty-six contributors to the volume as to their opinions regarding which articles were best suited for a wider audience. The editors' introductory remarks to the individual sections, of which there are eleven, have been slightly revised to accord to the modifications of the sections themselves. Support was first provided by the Course Content Improvement Section of the National Science Foundation, and later with the coordinating support of the American Anthropological Association. The listing which follows is from the original 1963 edition, and an asterisk (*) is used to call attention to those articles included in the 1967 abridgment. Pagination refers to the original publication in all cases.

*Mandelbaum, D.G. The Transmission of Anthropological Culture, pp. 1-21.

	Part I. The Undergraduate Curriculum in Anthropology
*DuBois, C.	The Curriculum in Cultural Anthropology, pp. 27-38.
*Washburn, S.L.	The Curriculum in Physical Anthropology, pp. 39-48.
*Mandelbaum, D.G.	A Design for an Anthropology Curriculum, pp. 49-64.
	Part II. The Teaching of Physical Anthropology
*Hulse, F.S.	Objectives and Methods, pp. 69-80.
*Laughlin, W.S.	Concepts and Problems, pp. 81-98.
*Lasker, G.W.	The Introductory Course, pp. 99-110.
Lasker, G.W.	Advanced Courses, pp. 111-121.
	Part III. The Teaching of Cultural and Social Anthropology
*Firth, R.	Aims, Methods, and Concepts in the Teaching of Social Anthropology, pp. 127-140.
*Bruner, E.M. and Spindler, G.D.	The Introductory Course in Cultural Anthropology, pp. 141-152.
Hewes, W.G.	Course Design, pp. 153-158.
Arensberg, C.M.	Courses in Ethnological Subjects, pp. 159-170.
*French, D.H.	The Role of Anthropologist in the Methodology of Teaching, pp. 171-178.
	Part IV. Anthropology Courses on Regions and Civilizations
*Vogt, E.Z.	Courses of Regional Scope, pp. 183-190.
*Bennett, J.W.	A Course in Comparative Civilizations, pp. 191-202
Marriott, McK.	An Indian Civilization Course, pp. 203-216.
	Part V. The Teaching of Archaeological Anthropology
*Woodbury, R.B.	Purposes and Concepts, pp. 223-232.
*Kidder, A., II	Course Design, pp. 233-238.
*Braidwood, R.J.	Themes and Course Progression, pp. 239-246.
Jennings, J.D.	Educational Functions, pp. 247-260.
Baereis, D.A.	Teaching Techniques, pp. 253-260.
Gjessing, G.	Archaeology, Nationalism, and Society, pp. 261-267.
	Part VI. The Teaching of Linguistics in Anthropology
*Hymes, D.	Objectives and Concepts of Linguistic Anthropology, pp. 275-302.
Lounsbury, F.G.	Methods and Course Progression, pp. 303-314.
Pike, K.L.	Choices in Course Design, pp. 315-332.
	Part VII. The Teaching of Applied Anthropology
*Rapoport, R.N.	Aims and Methods, pp. 339-352.
Thompson, L.	Concepts and Contributions, pp. 353-362.
*Little, K.	The Concept of Social Change, pp. 363-372.
Barnett, H.G.	Materials and Course Design, pp. 373-392.
*Adams, R.N.	General Use of Studies in Applied Anthropology, pp. 393-391.
	Part VIII. Graduate Training in Anthropology
*Eggan, F.	The Graduate Program, pp. 409-420.
*Fortes, M.	Graduate Study and Research, pp. 421-438.
Beattie, J.H.M.	Techniques of Graduate Training, pp. 439-453.

Part IX. Interdisciplinary Relations in Teaching Anthropology

*Casagrande, J.B. The Relations of Anthropology with the Social Sciences, pp. 461-474.

*Spuhler, J.N. and Livingstone, F.B. The Relations of Physical Anthropology and the Biological Sciences, pp. 475-484.

Leslie, C. Teaching Anthropology and the Humanities, pp. 485-492.

Kimball, S.T. Teaching Anthropology in Professional Education, pp. 493-502.

Paul, B.D. Teaching Anthropology in Schools of Public Health, pp. 503-512.

Hoebel, E.A. and Rossow, R. Anthropological Studies for Students of Law and Government, pp. 513-520.

Part X. Academic Environments in the Teaching of Anthropology

Nelson, H. Teaching Anthropology in Junior Colleges, pp. 525-538.

Olmsted, D.L. Special Problems of a Small Anthropological Staff, Field Research and Anthropological Teaching, pp. 545-552.

Part XI. Perspectives on Anthropological Teaching

*Albert, E.M. Value Aspects of Teaching Anthropology, pp. 559-582.

*Ehrich, R.W. Anthropology as an Integrative Factor, pp. 583-607.

Ray, V.F. Objectives for a Liberal Education, pp. 589-594.

*Mead, M. Anthropology and an Education for the Future, pp. 595-607.

McCutchen, Samuel P.
1963 A Discipline for the Social Studies. SOCIAL EDUCATION 27(2):61-65.

This statement is the written version of the Presidential Address McCutchen delivered at the Forty-Second Annual Convention of the National Council for the Social Studies which was held in Philadelphia during November 1962. Thesis presented by the author is that social studies must serve as the discipline, the structure, through which coherence will be brought to the melange of sociology, anthropology, economics, geography, history, and political which form the data for social studies instruction. Conclusion reached is that unless such a focus is forthcoming, a focus which will demonstrate a civic competence, the place of social studies in the school curriculum will be diminished, for "mere acquaintance with cultural niceties cannot compete with driver education. . . . Ours are the proud tasks of (1) patriotism, (2) Western culture, (3) the contemporary world, and (4) rational inquiry" (p. 65).

Nichols, W.
1963 Sources in Anthropology for High Schools. SCHOOL AND COMMUNITY 49:11.

Brief article attempts to provide some available resources for the study and teaching of anthropology on the secondary school level, including periodicals, popular as well as professional; paperback

books, including two anthropological bibliographies; and films, including information on several catalogues of anthropological holdings in university film collections available for rental and sale. [See also Kraesteff 1961]

Spindler, George D. (ed.)

1963(a) Education and Culture, Anthropological Approaches. New York: Holt, Rinehart and Winston [Burnett 1974.]

While the majority of the articles deal with the anthropology of education, this is also an important work which has some articles wholly, and in part, which concern the subject of anthropology and education, more closely the concern of this bibliography. A total of seventeen authors, including the editor, are represented, in twenty-five selections. The text is divided into three parts: Part I. The Articulation of Anthropology and Education (5 articles); Part II. Education in American Culture (10 articles); and Part III. Education Viewed Cross-Culturally (10 articles). The articles included within Part I by Spindler (3), Quillen, and Brameld (1 each), are of especial interest.

Spindler, George D.

1963(b) Anthropology. NATIONAL EDUCATION ASSOCIATION JOURNAL 52: 23-31.

This article is part of an on-going series presented within the NEA JOURNAL which presents informed discussion of areas of importance to teachers and educatiors. In this largely review article, Spindler attempts to provide stimulation and information on anthropological concerns and data to the teacher, as an informed person in today's world, allowing a re-examination of basic areas of the discipline. To accomplish this, the author poses, then responds to, three questions: (1) What is anthropology?; (2) What do anthropologists do?; and (3) Where is anthropology going today?

Bailey, Wilfrid C.

1964 Teaching Anthropology in the Elementary School. NATURE AND SCIENCE 2(7):4T (Dec). [Source Rice and Bailey 1971.]

Benedict, B. and T. Spens

1964 Report on a Conference on Applied Anthropology Held at the London School of Economics and Political Science, July 1st to 3rd, 1963. HUMAN ORGANIZATION 23:90-92.

Discussion of the training and the field work exposure for a professional in social welfare, with suggestions concerning materials, coordination, manner of presentation, etc.

Crowder, William W.

1964 Some Trends in Elementary School Social Studies. SOCIAL EDUCATION 28:388-390.

On the basis of reading, research, visits to school districts in many parts of the country, and conversations with school officials from all sizes of school systems, the author concludes that the following four trends are evident within the social studies curriculum: (1) Joint efforts have been made by social science scholars and public school educators; (2) The content has been changing; (3) Methods of teaching the social studies have been undergoing changes; and (4) The American heritage is being emphasized.

Hallowell, A. Irving.
1964 [No Title. Introduction reads: "J. Alden Mason and A. Irving Hallowell delighted the overflow audience at the April meeting of our Society (Philadelphia Anthropological Society) when they shared with us their memories of days now deep within the history of anthropology. The thoughts and contributions of these two distinguished scholars are reprinted on the following pages."] PHILADELPHIA ANTHROPOLOGICAL SOCIETY BULLETIN 16(3):n. pag., with bibliography to date of Hallowell.

Reads very much in the fashion that it must have been delivered. This is Hallowell's account based on his personal experience and memory of the "greats" in the early days of academic anthropology, at Pennsylvania and at the other early centers. Discussion includes comments about the early structuring of academic anthropology, courses, fellow students, professors, etc. [See Mason 1964.]

Hand, Wayland Debs
1964 Folklore and Mythology at UCLA: Folklore, Mythology, Folk Music, and Ethnomusicology. WESTERN FOLKLORE 23:34-38.

On the occasion of the opening of the new suite of the Center for the Study of Comparative Folklore and Mythology at the University of California, Los Angeles, Hand reviews the program at UCLA and surveys the collateral work in the fields of Folk Music and Ethnomusicology. Discussion covers the years 1933 through 1963.

Maderia, P.
1964 Men in Search of Man; The First Seventy-Five Years of the University Museum of the University of Pennsylvania. Philadelphia: University of Pennsylvania Press. [Source Darnell 1969; not able to verify or to provide annotation.]

Mason, J. Alden[6]
1964 [No Title. Introduction reads: "J. Alden Mason and A. Irving Hallowell delighted the overflow audience at the April meeting of our Society (Philadelphia Anthropological Society) when they shared with us their memories of days now deep within the history of anthropology. The thoughts and contributions of these two distinguished scholars are reprinted on the following pages."] PHILADELPHIA ANTHROPOLOGICAL SOCIETY BULLETIN 16(3): n. pag., with bibliography to date of Mason.

Skunk, W.R. and B.Z. Goldstein
1964 Anthropology and Education. REVIEW OF EDUCATIONAL RESEARCH 34:71-84.

Article reviews the literature in anthropology and education for the three year period since the issuance of Vol. 31 (February 1961). Although this article is primarily concerned with educational anthropology, it also has a section on materials published which deal with anthropology in secondary school curricula. Bibliography. [See also Brameld and Sullivan 1961.]

Bailey, C. and F.J. Clune, Jr.
1965 Anthropology for Elementary Schools. INSTRUCTOR 75:48-49 (Nov.).

Authors stress that anthropology is of concern to educators in two ways: (1) The school is one social mechanism which implants enculturation, the process by which the child learns his culture, and (2) Anthropology as one of the social sciences should be introduced into the curriculum at some level. There is also brief attention by Bailey and Clune to the implementation of anthropology courses on the grade school level with respect to how to teach such offerings, the terminology to introduce, and what assignments to consider.

Douglas, M.
1965 Anthropology or Not? TIMES EDUCATION SUPPLEMENT 2623: 339 (Aug. 27).

Article raises the arguments, pro and con, on the question of the introduction of anthropology into the school curricula and the manner in which such an introduction should be handled, since Douglas views that such introduction is inevitable given time.

Francello, J.A.
1965 Anthropology for Public Schools; Profits and Pitfalls. THE SOCIAL STUDIES 56:272-275.

Author believes that too much emphasis may be being placed on the introduction of social science into the public school curricula as a way in which to "save the world," and that those who urge anthropology for this "cure-all" reasoning are doing a disservice to the students, the teachers, and to the discipline itself. This is not an argument based on the premise that anthropology can not contribute, but rather that more care should be paid to the materials, instruction, format, etc., and less to the naive and ill-prepared concepts that are now used to introduce such instruction, accord- to Francello.

Freeman, J.F.
1965 University Anthropology: Early Departments in the United States. KROEBER ANTHROPOLOGICAL SOCIETY PAPERS 32:78-90.

Paper read before the Kroeber Anthropological Society, April 25, 1964, in Berkeley, California. Considers that the several state-

ments of the "youth" of anthropology, e.g. MacCurdy 1899, de Laguna 1960, are a bit over-simplified. However, Freeman does value as important the process of anthroopology being absorbed into the university curriculum and he sees his present discussion as being preliminary in that (1) it confines itself to institutions offering a graduate degree in anthropology, and (2) it examines three different types of institutions, the old-line university, the new-style graduate university, and the state university. With these guidelines, Columbia, Clark and California are discussed. [Author's obituary appears immediately preceding this article.]

Garn, S.M.
1965 What is Good Education in Anthropology? AMERICAN ANTHROPOLOGIST 67:1555-1556.

Article gives a voice to the fear that the more than fifty degree-granting institutions, i.e. Ph.D. programs, are not all equal to the task in such essentials as faculty depth, laboratory facilities, library collections, etc. Garn suggests that with so many institutions, and with such a large variation in size and resources, that it is now imperative that anthropologists and professional societies consider what in fact constitutes adequate graduate education in the discipline.

Hanvey, Robert G.
1965 Anthropology in the Schools. EDUCATIONAL LEADERSHIP 22: 313-316.

Article briefly enumerates the variety of ways in which anthropological concepts are now being presented within secondary and elementary schools in the United States, while suggesting that this might be the appropriate time for all social sciences—anthropology included—to find a "home" in the curricula. Author believes that the influence of the social studies curriculum can be increased if such programs demonstratably provide students with the opportunity to see human affairs in larger perspective, with the skills of disciplined observation and with new power to explain social phenomena. Hanvey believes that anthropology has much to offer in such a conceived program of instruction within the schools.

Jarvis, D.T.
1965 The Racial Issue and the Educator. JOURNAL OF SECONDARY EDUCATION 40:40-43.

Article stresses that educators can provide the "truth" about race and racial markers through an objective program of education concerning the meaning of race, and thereby helping to bring about the resolution of the racial crisis in the United States. Jarvis urges the utilization of current, sound anthropological data concerning the biological and social implications of race as the basis for such a discussion.

Kimball, Solon T.
1965 Anthropology and Teacher Training. IN Five Fields and Teacher Education. D. B. Gowin and C. Richardson, eds. Ithaca, New York: Cornell University Press. [Source Burnett 1974.]

A presentation of a methodological statement of education and anthropology in the context of Kimball's discussion of the role of the natural history methodology in the training, or the teaching, of teachers as well as in teaching the young. Although of primary interest to research in the anthropology of education, the discussion of the usefulness of anthropology in the training of teachers is significant to the focus of this bibliography, if only as a minor area covered in the article.

Landes, Ruth
1965 Culture in American Education: Anthropological Approaches to Minority and Dominant Groups in the Schools. New York: John Wiley and Sons. [Source Burnett 1974.]

Description of an experiment in training teachers and social workers based on anthropological concepts and methods. The program's goal was to enable both classes of professionals to better cope with the cross-cultural situation which they often confront, through recognition of traditional culture-bound practices which act as behavioral constraints, "decoding" those practices despite prejudices, and using them to the benefit of all parties involved.

Leppert, E.C.
1965 University of Illinois; A Sequential Junior-Senior High School Curriculum. SOCIAL EDUCATION 29:213-215.

Summary of a project, of which the author served as director, to develop secondary school social studies materials as part of a five year sequential program designed to contribute to a larger program which helps students develop understanding of: (1) the basic structure of man's social order and how this social order relates to the individual in his own and in other cultures; (2) the dynamic nature of cultures and the role of the individual in relating himself to cultural change; and (3) cultural diversity in that with increasing world unity, there is also room for diversity.

Levine, D.U.
1965 Anthropology-History Course Builds Human Understanding; Study of Man Broadens Perspective. CHICAGO SCHOOLS JOURNAL 46: 241-245.

Author encourages the utilization from anthropology that "man is a product of contending impulses" and the acknowledgement from history that "each generation must struggle to resolve contradictory socially destructive tendencies" (p. 245). The use of such materials as the daily newspapers would add to the impact and interest of students "who often need something to touch their lives" before they are moved from boredom. Levine presents little that is concrete, for

the argument is generally a quasi-philosophical discussion of education in general as a way to reduce world-wide hostility, ending on the less than optimistic note that such an introduction might fail, but that "we will never know until most of our citizens have been exposed systematically and repeatedly to the study of anthropology taught in conjunction with history" (p. 245).

Montagu, Ashley
1965 What Anthropology Is. INSTRUCTOR 75:48-49.

This is the first in what is planned as a series of articles which will discuss the significance of eight separate disciplines in the elementary school curriculum. As a study of every facet of man's existence, anthropology combines an education in both the sciences and the humanities, and because its central referent is man and his works, it must come increasingly to stand at the very center of every educational curriculum, according to Montagu. This article emphasizes that the concepts of anthropology are seen as central to knowledge which can be used to further the cause of world peace—culture, evolution, development of man, and social institutions.

Pelto, Pertti J. (ed.)
1965 The Study of Anthropology. Columbus, Ohio: Charles E. Merril Books, Inc.

The most useful chapter is "Suggested Methods for Teachers," pp. 81-116, which extends the structure developed in the previous five chapters to include some ways of producing representative anthropological insights in the schools. Books and readings toward this end are suggested.

Rice, Marion J. and Wilfrid C. Bailey
1965 University of Georgia: A Sequential Curriculum in Anthropology for Grades 1-7. SOCIAL EDUCATION 29:211-212.

Brief article is a summary of the proposal to develop materials in anthropology for teacher and pupil use in the grades one through seven. Rice and Bailey served as directors of this project which was a cooperative project involving staff from the Department of Anthropology and the College of Education with funding through the United States Department of Health, Education and Welfare, U.S. Office of Education. (See several additional entries related to this effort which follow throughout the remainder of this bibliography.)

Spindler, George D.
1965 Comment on Theodore Brameld. HUMAN ORGANIZATION 24:293-295. [Source Burnett 1974.]

This is a response to several of Brameld's writings and statements on education and anthropology. Spindler calls for anthropology to be empirical and descriptive, not necessarily prescriptive.

Vincent, C.E.
1965 Support for Research Training in Anthropology Under the National Institute of Mental Health Training Program. AMERICAN ANTHROPOLOGIST 67:754-761.

NIMH support for mental-health relevant research training programs in the social sciences was instituted with two pilot projects in 1957—one at Harvard University Medical School, and the second at the University of North Carolina's Institute for Research in the Social Sciences. This article is a report of the background, activities, philosophy, and future issues and implications of NIMH as it carries out one of its functions, that of providing financial support for mental health relevant research training programs in the social sciences as administered through the Social Science section of the Training and Manpower Resources Branch (TMRB). Author discusses the philosophy and the criteria of support, along with the future issues and implications for the social sciences, but with primary focus on relationships of these to anthropology. Article has been included here because of the implication that funding or not-funding has on the direction of future anthropological research and growth of graduate programs.

Bailey, Wilfrid C. and F.J. Clune
1966 The Anthropology Curriculum Project—Grades Two and Five. Available from Educational Resources Information Center (ERIC). ED 011 209.

Originally presented as a paper at the annual American Anthropological Association in Pittsburg, November 17-20, this document is a second year project report of a five year experimental program to develop anthropology curriculum materials for grades one through seven. A test of the materials produced so far was made with cooperating Georgia schools in the Spring of 1966, using The California Intermediate Reading Battery. Report indicates that the results showed that all the children in the Georgia study made significant gains in learning. Descriptive materials from the curriculum are included within this discussion.

Bailey, Wilfrid C.
1966 Anthropology Curriculum Project, University of Georgia AMERICAN ANTHROPOLOGIST NEWSLETTER, No. 7:9-10 (Sept.)

A brief report of the Anthropology Curriculum Project to date by one of its directors.

Bohannan, Paul[7]
1966 Anthropology. Boulder, Colorado: Social Science Education Consortium. ED 013 999. Publication 106. [Source Dynneson 1975.]

Dexter, Ralph W.
1966(a) Contributions of Frederic Ward Putnam to the Development of Anthropology in California. SCIENCE EDUCATION 50:314-318 (Oct.). [Source Thoresen 1975.]

Article is a review of the events and personalities involved in the establishment of the Museum and Department of Anthropology at the University of California. During the first meeting of the Advisory Committee, which met on September 7, 1901, "to consider methods for the encouragement of anthropological research in the University of California and the establishment of a museum," it was agreed "that the work of the Department may be defined as follows: (1) researches in field and laboratory (2) formation of a museum (3) publications and lectures (4) eventual establishment of courses of instruction and research." Footnotes and bibliography provide several additional resources into Putnam's work in this area. Dexter considers that the greatest contribution that Putnam made to the development of anthropology in California was in his recognition of the ability of Kroeber and his selection of Kroeber to become first the secretary and later the head of the Department and the Museum which he built "into one of the leading institutions of its kind in the world." However, Dexter is quite clear that Putnam not be forgotten, for it was his pioneering work, "it was his vision and skill that created for us the anthropological collections," quoting from the words of the President of the University on Putnam's death.

Dexter, Ralph W.
1966(b) Putnam's Problems Popularizing Anthropology. AMERICAN SCIENTIST 54:315-332 (Sept.). [Source Thoresen 1975.]

A well documented account, making use of Putnam's own papers and the published and other private materials of that day, which discusses "the endless and vexing problems" that faced Putnam "throughout the period of preparation, during the public exhibition, and for some time after the Fair had closed" (p. 315). The importance of his work was summarized by Putnam himself for reporters just as the Fair was closing, and a portion of that interview is reproduced by Dexter at the end of his own article: "I am satisfied, and I am pleased that it is so universally acknowledged to be a success. This is especially gratifying since this is the first time in the history of world's expositions that anthropology has been ranked as one of the great departments and given a department building. . . . There is one thing more that I should like to see done before I leave Chicago, and that is the establishment of the Columbian Museum upon a broad and scientific basis" (p. 330).

Fathauer, George H.
1966 Undergraduate Teaching of Anthropology and the Graduate Schools. FELLOW NEWSLETTER 7(2):2-5 [now ANTHROPOLOGY NEWSLETTER].

Partial response to Eggan 1963. Author attempts to explore the implications of the universally expressed value of teaching anthropology to undergraduates.

Goodlad, John I. et al.
1966 The Changing School Curriculum. New York: The Fund for the Advancement of Education.

This present report is the result of a continued analysis of curriculum materials prepared by a rapidly-growing number of projects committed to improving the subjects taught in the schools. It is based on data and impressions gathered through correspondence and interviews with the directors of the projects, by visiting schools that were testing or examining these newer materials, by reading progress reports, and by studying critiques prepared by others (p. 10). Section II, Illustrative Projects (pp. 21-90; esp. 56-84) is particularly pertinent.

Greene, William W., Jr.
1966 The Teaching of Anthropology in the First and Fourth Grades: A Comparison of the Trained and Non-Trained Teachers as Measured by Pupil Test Performance. Unpuslished Ed.D. thesis, University of Georgia.

From Dissertation Abstracts, Vol. 27 (1967), pp. 3339-3340-A. "This study is the evaluation of the University of Georgia Anthropology Curriculum Project as related to Grades 1 and 4 during the school year 19[illegible]." [Same as ED 055-927 in Dynneson 1975.]

Potterfield, James Edward
1966 An Analysis of Elementary School Children's Ability to Learn Anthropological Content at Grades Four, Five, and Six. Unpublished Ed.D. thesis, University of Georgia.

From Dissertation Abstracts, Vol. 27 (1967), p. 1721-A. "The problem of this study was to determine if there was any difference in fourth, fifth, and sixth grade children's ability to learn the materials in an anthropology unit, 'Concept of Culture' . . . ." The instructional unit was produced by the University of Georgia, Anthropology Curriculum Project. [Same as ED 055-925 in Dynneson 1975.]

Taylor, Archer and Wayland D. Hand
1966 Twenty-five Years of Folklore Study in the West. WESTERN FOLKLORE 25:229-245.

In their attempt to survey folklore activity in the western part of the United States, during the quarter of a century preceding this article's publication, Taylor and Hand make use of the twenty-fifth

anniversary of the publication of the CALIFORNIA FOLKLORE QUARTERLY (I-V [1942-1946]) and WESTERN FOLKLORE (VI-XXV [1947-1966]). Each of the authors assumed chief editorial duties for one-half of the period under discussion. The organization of the article is along state lines, with attention to both universities and colleges, societies, and individuals.

Brameld, Theodore (ed.)
1967 A Venture in Educational Anthropology; Puerto Rico as a Laboratory. JOURNAL OF EDUCATION 150(2):8-57. Introduction by editor, pp. 3-7. [Source Burnett 1974.]

Publication of Boston University's education journal is devoted to student ethnographies of Puerto Rican culture, under the direction of Brameld in this "living-laboratory" approach to educational anthropology. Includes presentation of pedagogical approach and how it led to the published articles included in this volume. Hurwitz (pp. 8-14) is particularly pertinent.

Erasmus, Charles J., and Waldemar R. Smith
1967 Cultural Anthropology in the United States Since 1900: A Quantitative Analysis. SOUTHWESTERN JOURNAL OF ANTHROPOLOGY 23:111-140.

This article presents the results of an attempt by Erasmus and Smith to measure and appraise developments in American cultural anthropology between 1900 and the present (1967), researching in its entirety the AMERICAN ANTHROPOLOGIST, and for comparative purposes the AMERICAN SOCIOLOGICAL REVIEW and the AMERICAN HISTORICAL REVIEW were sampled. Authors believed that by using "such procedures" they would be able to "avoid the treatment of personalities endemic in historical analyses and, with the employment of fresh categories, might also help . . . to see trends independent of customary rubics such as 'culture-and-personality,' 'functionalism,' and 'acculturation.'" Several charts and an extensive bibliography are included. Emphasis in closing is on a situation whereby "descriptions will be made with some purpose other than to obtain field work experience for professional status" (p. 134).

Fenton, Edwin (ed.)
1967 Teaching the New Social Studies: An Inductive Approach. New York: Holt, Rinehart and Winston, Inc.; 526 pp.

Fenton believes that many changes are pending in the teaching of the social studies, the nature of this "revolution" will likely involve three clusters of objectives: attitudes and values, the use of a mode of inquiry involving the development and validation of hypotheses, and a variety of knowledge objectives" (p. v). The book is intended to replace the conventional textbook, rather than as a supplement to it, the underlying principle being stated simply by the editor: "Students who will in the future be expected to rely primarily on inductive teaching techniques should be taught inductively" (p. vii). Chapter 23, The Behavioral Sciences (pp. 366-386), "Anthropology, Sociology, and Social Psychology," by

Meyer F. Nimkoff; and Chapter 24, The Behavioral Sciences: Examples (pp. 387-404), "Finding Out About Bantu Life in a South African City" and "Life in a Johannesburg Slum Yard" are particularly pertinent.

Gallagher, James J.
1967 An Annotated Bibliography of Anthropological Materials for High School Use. New York: The Macmillan Co.; 135 pp.

According to Gallagher, there have been two principal obstacles to the use of anthropology in high school, the first being a lack of suitable material, and the second being the unfamiliarity of teachers with the discipline (p. v). And with more variety of materials being now produced, a third lack has been created—the need for a guide to this material already in print, much of which has been written specifically for the elementary and secondary schools. This book is that "guide," consisting of material primarily for the secondary level, drawing largely on the works of anthropologists, although there are also entries by scholars from other fields and by popularizers. Each entry in the bibliography is described and its value within a secondary school curriculum is then assessed, with readability being evaluated by the author in terms of both the difficulty and the interest. Alphabetical arrangement within the following seven sections, with additional subdivisions along topic or geographic concerns: I. General Anthropology; II. Cultural and Social Anthropology; III. Archeology and Culture History; IV. Language; V. Physical Anthropology; VI. Applied Anthropology; VII. Culture Areas. Author and title index are extremely helpful in the location of materials already known to the reader.

Gibson, John S. (ed.)
1967 New Frontiers in the Social Studies. Vol. I, Goals for Students, Means for Teachers; Vol. II, Action and Analysis. New York: Citation Press.

A collection of what the author considers to be the innovative work in the social studies which is currently available, along with a bibliography, and a listing of the major research and development centers in the social studies research. While there is limited attention of a direct nature to anthropology, the volumes' contents continually emphasize the need for an integrative approach especially given "the incredible social, economic, and political forces of our time [making] the search for new frontiers in education at all levels and in all subject areas imperative" (p. 14), and the structure of such approach implies the discipline of anthropology.

Gruber, Jacob W. (ed.)
1967 The Philadelphia Anthropological Society: Papers Presented on Its Golden Anniversary. New York: Temple University Publications, Distributed by Columbia University Press.

The relevant materials in this collection include the "Preface," Gruber (pp. v-ix); "Anthropology in Philadelphia," Hallowell (pp. 1-31); and "Anthropology and the Museum," Dockstader (pp. 132-142).

Taylor, R. E.
1967 Computer-Assisted Instruction for Introductory Anthropology Courses. AMERICAN ANTHROPOLOGIST 69:738-740.

This brief article attempts to acquaint potentially interested persons with the possibilities of utilizing computer programs to supplement instruction on the introductory levels of anthropology. Author considers this approach to be one possible way to deal more adequately with the increasingly usual large introductory class, while also offering the possibility for individual learning situations. Textbook was Beals and Hoijer, An Introduction to Anthropology, 3rd ed. (Macmillan & Co., 1965).

Thomas, Georgelle
1967 The Use of Programed Instruction for Teaching Anthropology in the Fifth Grade. Unpuslished Ph.D. thesis, University of Georgia.

From Dissertation Abstracts, Vol. 28 (1970), p. 4750-B. "The study was undertaken to compare the achievement of a group of fifth-grade students studying anthropology from a programed text, designed by the investigator, with a group [using] traditional material." The instructional unit was produced by the University of Georgia, Anthropology Curriculum Project. [Same as ED 049-084 in Dynneson 1975.]

Walsh, J. A.
1967 An Evaluation of Pupil Achievement in Anthropology. General Information Series No. 5, Anthropology Curriculum Project (Feb.), pp. 1-25. Athens: University of Georgia. [Not available for verification or annotation.]

Wolcott, Harry E.
1967 Anthropology and Education. REVIEW OF EDUCATIONAL RESEARCH 37:82-95. [Burnett 1974.]

Review the literature for the three year period since the issuance of Vol. 34 (Febru[illegible] 1964). A review of the field and of the literature which makes up education and anthropology as a subdiscipline of interest. Wolcott includes references to materials concerned with the teaching of anthropology, and also to those "all too few" anthropologists who are writing to a highly receptive audience of professional educators. [See Brameld and Sullivan 1961; Skunk and Goldstein 1964.]

Bailey, Wilfrid C.
1968 Anthropology in the Elementary School. SCHOLASTIC TEACHER 32(6):10-11 (March). [Source Rice and Bailey 1971.]

A progress report on the University of Georgia Anthropology Curriculum Project.

Burger, Henry G.
1968 "Ethno-Pedagogy": A Manual in Cultural Sensitivity, With Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc. [Burnett 1974.]

While primarily a discussion of interest to educational anthropology, Burger's discussion and presentation of teaching techniques and problems within a cross-cultural experience are significant to the focus of this bibliography, also. In order to prepare this manual, the author undertook extensive library and field research, with some part of his work being supported by the Department of Health, Education, and Welfare, Office of Education.

Cooper, K.J.
1968 Cultural Anthropology in the Elementary School. CURRICULUM INNOVATION (Spring). [Source Rice and Bailey 1971; citation lacking volume and page numbers. Not available for verification or annotation.]

Dow, Peter
1968 Man: A Course of Study. An Experimental Social Science Course for Elementary Schools. IN Man: A Course of Study; Talks to Teachers. Cambridge: Education Development Center. [Not available for verification or annotation.]

Editors, FOLKLORE FORUM
1968 [Untitled.] FOLKLORE FORUM 1(4):1, 41 (Nov.).

Summary of presentations from the panel discussion "Problems in Studying Folklore; A Student Point of View" which was part of the American Folklore Society annual meeting in November 1968, Atlanta.

Fallers, M.C. (ed.)
1968(1) Anthropology; Introduction. SOCIAL EDUCATION 32:105-106.

Special issue of SOCIAL EDUCATION includes eleven articles, including this introduction by the issue's editor, selected because of their illustration of anthropological concepts and methods which should be of interest to teachers. There is coordination with the Anthropology Curriculum Project, University of Georgia. [Each entry is listed separately, in order of appearance, and with complete citation.]

Dethlefsen, E.S.
1968(2) Becoming Human: A Glance at Prehistory. SOCIAL EDUCATION 32:107-118.

Hulse, F.S.
1968(3) The Paragon of Animals. SOCIAL EDUCATION 32:119-122, 127.

Kimball, S.T.
1968(4) The Method of Natural History and the Social Studies. SOCIAL EDUCATION 32:123-127.

Gearing, F.O.
1968(5) Why Indians? SOCIAL EDUCATION 32:128-131, 146. [Burnett 1974.]

Tax, S.
1968(6) What Do Anthropologists Do? SOCIAL EDUCATION 32:132-134.

Lanstrum, J.P.
1968(7) Anthropology: Pre-Service Teacher Education and Certification. SOCIAL EDUCATION 32:135-141.

Dobzhansky, T.Z.
1968(8) On Genetics and Politics. SOCIAL EDUCATION 32:142-146.

Geertz, C.
1968(9) The Concept of Culture and the Concept of Man. SOCIAL EDUCATION 32:147-152, 166.

Fallers, L.A.
1968(10) Are African Cultivators to be Called "Peasants"? SOCIAL EDUCATION 32:157-160.

Bohannan, Paul J.
1968(11) Field Anthropologists and Classroom Teachers. SOCIAL EDUCATION 32:161-166.

Fenton, Edwin
1968 Final Report: Preparation and Evaluation of Social Studies Curriculum Guides and Materials for Grades K to 14. Washington, D.C.: United States Department of Health, cation, and Welfare, Office of Education, Bureau of Research. ED 023 690. [Not available for verification or annotation.]

Hanson, James et al.
1968 Eighth Grade Social Studies. An Experimental Program in Geography and Anthropology. Unpublished. ED 063 286. [Source Dynneson 1975; not able to verify.]

"This introductory material includes descriptions of geography and anthropology as disciplines, the basic course objectives, techniques for evaluating objectives and a student self-evaluation form. The guide covers six units . . . General objectives are included in the introductory material, and detailed objectives and activities are included for each unit. Instructional materials include reading references for each unit, together with worksheets, maps, transparency masters, and bibliographies. The appendix includes additional maps, worksheets, discussion material, and a resource bibliography. Suggestions for student assessment are given in the section on evaluating objectives."

Jarolimek, J. (ed.)
1968 Social Studies Education: The Elementary School, Focus on Anthropology. SOCIAL EDUCATION 32:245-260.

Special issue of SOCIAL EDUCATION includes five articles dealing with anthropology and the elementary school social studies curriculum. [Each entry is listed separately, in order of appearance, and with complete citation.]

Warren, R.L.
1968(1) The Role of Anthropology in Elementary School Social Studies. SOCIAL EDUCATION 32:245-247.

Author provides a summary of the previous utilization of anthropology within the elementary school social studies program, and then turns to the emphasis now on the production of curricular materials, those completed and those now on-going. Based on his research, Warren concludes that "the study of man is at least the implicit focus of social studies courses," and that "if anthropology is to be used to make this focus, both the substance and the process of anthropology and anthropological research have much to offer social studies teachers."

Emmons, P. and J. Cobia
1968(2) Introducing Anthropological Concepts in the Primary Grades. SOCIAL EDUCATION 32:248-250.

Authors describe how a first and a second grade teacher introduced anthropological concepts in the primary grades, using the units of instruction prepared by the Anthropological Curriculum Project, University of Georgia.

Fraenkel, J.R.
1968(3) Building Anthropological Content into Elementary School Social Studies. SOCIAL EDUCATION 32:251-253, 260.

Suggests exercises that would help to make students aware of anthropological insight and to gain an understanding of some of the key concepts and ideas found within the discipline, even though their instruction is interdisciplinary and such concepts are not given the formal label of "anthropology."

Rice, M.J.
1968(4) Materials for Teaching Anthropology in the Elementary School. SOCIAL EDUCATION 32:254-256, 260.

While the contributions of anthropology to the social studies have been mediated by other disciplines (archaeology by history, social anthropology by cultural geography, and human origins by biology), according to the author there is nonetheless adequate material available to teach anthropology in the elementary school, even though it may not be explicitly organized as anthropology. Rice sees the major challenge for the elementary school as being the need for them to become familiar with anthropological concepts.

Silverman, M.J.
1968(5) Anthropology: What Size the Happening? SOCIAL EDUCATION 32:257-259.

Article is primarily a philosophical piece dealing with the teacher in anthropology as a change agent; particularly relevant to this bibliography are the areas where the author speaks about introducing materials into the social studies curriculum, and as a final contribution to this grouping of five articles.

Kimball, Solon T. (ed.)
1968(1) Anthropology and Education: A Symposium. Introductory Note. HUMAN ORGANIZATION 27:5.

Special issue of HUMAN ORGANIZATION includes four articles, including this wholly introductory note by Kimball on the subject of anthropology and education, the following three of which were originally presented as part of a Symposium on Anthropology and Education at the annual meeting of the American Anthropological Association, November 1965. [Each entry is listed separately, in order of appearance, and with complete citation.]

Bailey, Wilfrid C. and F.J. Clune, Jr.
1968(2) Preparation of Elementary School Units on the Concept of Culture. HUMAN ORGANIZATION 27:6-10.

Report of a cooperative project between anthropologists and educators at the University of Georgia which describes the organization of the project and the process of preparing and then testing the teaching materials in elementary grades. The results presented indicate the possibility of successfully conveying anthropological concepts to young children, according to the authors.

Collier, M. and E.S. Dethlefsen
1968(3) Anthropology and the Pre-Collegiate Curriculum. HUMAN ORGANIZATION 27:11-16.

Article emphasizes that pre-collegiate curriculum must not be simply "watered-down" college material, but must, instead, be dynamic and thought-provoking or students' interest will be lost before it is gained. Authors make suggestions for what materials might prove useful within such a curriculum.

Eddy, Elizabeth M.
1968(4) Anthropology and Teacher Education. HUMAN ORGANIZATION 27:17-20. [Burnett 1974.]

Author discusses what she sees as the need to (1) recruit truly interested anthropologists into educational planning and (2) develop the materials for teaching anthropology to educators in the most beneficial way, to them and to their students.

Lindquist, L.
1968 The Civic Responsibility of Anthropologists to Public Education. HUMAN ORGANIZATION 27:1-4.

Author advocates the involvement of the professional anthropologist on the local level in schools and in communities in order to positively contribute to educational reform drawing on his or her background as an anthropologist. Lindquist himself serves in such a capacity in Rhode Island. Article was reprinted IN Cultural Relevance and Educational Issues: Readings in Anthropology and Education. F.A.J. Ianni and E. Storey, eds. (Boston: Little, Brown and Co., 1973).

Nicholson, Clara K.
1968 Anthropology and Education. Columbus, Ohio: Charles E. Merrill. [Source Burnett 1974.]

In brief and to-the-point form, a review of the basic concepts of anthropology and education, primarily useful for initial interest rather than advanced study. Article includes brief discussions of the historical background of anthropological theory, the major divisions of anthropology, the basic concepts used in cultural anthropology, and culture learning or acquisition. Although the discussion is primarily focused on anthropology of education, there is also some significance for this bibliography.

Potterfield, James E.
1968 An Analysis of Elementary Children's Ability to Learn Anthropological Content at Grades Four, Five and Six. JOURNAL OF EDUCATIONAL RESEARCH 61:297-299.

Report of an experiment to determine the presence of differences in children's ability in different grades to learn the materials presented in an anthropological unit designed for the fourth grade as part of the sequential curriculum project of the College of Education and the Department of Sociology and Anthropology, University of Georgia, Athens. Conclusions presented. (1) Since the main effect of the grade was not significant, it would then seem that there was no significant difference in the ability of fourth, fifth, or sixth-grade children to learn the anthropology materials prepared by the Anthropology Curriculum Project. (2) Specialized training on the part of the teacher made little difference in the successful teaching of the Project materials. (3) The sex of the child apparently had no effect on the ability of the students in the three different grades. (4) Testing indicated that children in all grades tested can learn the reasoning as measured by this anthropology test. (5) Socio-economic status apparently had no effect on the ability of the students in the three different grades.

Rosenfield, G.L.
1968 Anthropology as Social Studies in the Elementary School. THE RECORD 69:767-770.

A longer version of this paper was presented at the Sixty-Fourth Annual Meeting of the American Anthropological Association in 1965. What is published here represents that paper's opening section, with the expectation that further sections will be published in THE RECORD at a later time. Basic thrust of this brief discussion is that anthropology and anthropologists have a place in the elementary school and that "children who are caught up solely in their own lifeways have been rendered no service in our public schools" (p. 770).

Salo, Matt
1968 On the Possibilities of Folklore Education in the United States. FOLKLORE FORUM 1(4):38-39.

A proposed outline for an undergraduate program in folklore electives within an interdisciplinary approach as its focus.

Thomas, Georgelle
1968 Programed Instruction for Teaching Anthropology in the Fifth Grade. JOURNAL OF EXPERIMENTAL EDUCATION 36(4):68-92.

Report of a study undertaken to compare the achievement of fifth grade students using programed instructional materials in anthropology with fifth grade students being taught anthropology by traditional classroom technique, that is, instruction involving narrative expository oral and written material with accompanying elementary-step activities such as homework, role-playing, museum trips, and scrap compilations. The results and implications are discussed by the author. [See also Thomas 1966.]

Bohannan, Paul et al.
1969 Experimental Ninth-Grade Anthropology Course. AMERICAN ANTHROPOLOGIST 71:409-420.

Report on the background, implementation, and subsequent evaluation of teaching an anthropology course to ninth-graders within a private school in a north shore community of Chicago by professional anthropologists and graduate students in anthropology. Article includes references, format, structuring, etc.

de Borhegyi, S.F.
1969 New Role for Anthropology in the Natural History Museum. CURRENT ANTHROPOLOGY 10:368-370.

Author stresses that the natural history museum can play an important role in the anthropological education of the public, a part that it is not fully playing at the present time. De Borhegyi discusses new ways to arrange exhibits in order to gain the maximum amount of public education and interest. [See Kellers 1970 for a reply.]

Darnell, Regna D.
1969 The Development of American Anthropology 1879-1920: From the Bureau of American Ethnology to Franz Boas. Unpublished Ph.D. thesis, Department of Anthropology, University of Pennsylvania.

Important sections of this significant anthropological doctorate dissertation include Part 2. The Development of Institutional Alternatives, pp. 140-264:
VI. Early Attempts at University Anthropology
VII. The Tradition of Museum Research
VIII. The Uneasy Cooperation
IX. Boasian University Programs
X. The Autonomy of American Anthropology

Appendix III. Ph.D.'s Granted in Anthropology [until 1920].

Dow, Peter
1969 Man: A Course of Study. A Brief Review of Evaluation Findings. Cambridge, Mass.: Education Development Center.

[Source Dynneson 1975; not able to verify or to provide annotation. See Dow 1968.]

Editors, FOLKLORE FORUM

1969(1) Perspectives on Folklore and Education. Bibliographic and Special Series No. 2, FOLKLORE FORUM. Bloomington: Indiana University.

In their "Introduction" (pp. 2-3) to this volume, the Editors provide a general review of the so-called bias on the part of many professors against the academic discipline of Education believing that such a "scholar, in his skepticism for 'Education,' finds a convenient excuse for ignoring the philosophy, psychology, and aims of his teaching duties and rarely arrives at any structed [sic] conception of education," making therefore "a poor educator" (p. 2). The collection assembled, described as "rather a mixed bag of ideas" is one attempt at a presentation of conceptions, philosophy, and techniques for teaching folklore courses or folklore materials in a variety of settings, although primarily on the undergraduate and graduate levels within the United States. [Each entry is listed separately, in order of appearance, and with complete citation.]

Stekert, Ellen Jane

1969(2) Folklore: A Vehicle for Teaching Objective Analysis and Cultural Awareness. Bibliographic and Special Series No. 2, FOLKLORE FORUM, pp. 4-7.

This article is concerned with the broad questions of folklore in the context of the general learning situation and experience. Stekert's focus is the ability of the teacher of folklore to make the student's contact with the subject intellectually rewarding, even exciting, by tying-in folk materials with other humanistic and social scientific concerns.

Browne, Ray B.

1969(3) Popular Culture and the Academic Community: The Center for the Study of Popular Culture. Bibliographic and Special Series No. 2, FOLKLORE FORUM, pp. 8-12.

This article is concerned with the need for the academic community to meet the student's need to understand the world around, and Browne emphasizes the necessity for grappling with the totality of culture and for going beyond the elitist bias of many commentators to a notion of "popular culture." The remainder of the article describes the developments at the Center for Popular Culture, Bowling Green University (Ohio) where a new awareness of cultural forms is being translated into teaching and other means of reaching both students at the University and the public at large.

Burns, Tom

1969(4) Involving the Introductory Student of Folklore in the Functional Analysis of the Material He Collects. Bibliographic and Special Series No. 2, FOLKLORE FORUM, pp. 13-27.

This article presents some of the problems of the actual methodology of undergraduate teaching of folklore while providing a detailed treatment of how a "collecting project" might profitably be handled within an introductory level course. Emphasis is not only upon the collecting of the materials of folklore, but as a second step, the student is encouraged and even aided in his analysis of the materials which have been assembled.

Craigie, Carter W.
1969(5) Folklore on Television. Bibliographic and Special Series No. 2, FOLKLORE FORUM, pp. 28-31.

Author reports on his experiences in preparing and then presenting some programs dealing with folklore materials on the public television station network in Pennsylvania. This is largely a "self-help" discussion by Craigie, and it is written in a humorous vein.

Dégh, Linda
1969(6) Folklore Education at Contemporary European Universities Bibliographic and Special Series No. 2, FOLKLORE FORUM, pp. 32-44.

As the title indicates, this is a survey of the availability of folklore programs at some contemporary European universities, written by a leading European-trained folklorist now teaching at Indiana University.

Brunvand, Jan Harold
1969(7) Crumbs for the Court Jester: Folklore in English Departments. Bibliographic and Special Series No. 2, FOLKLORE FORUM, pp. 45-49.

This is a survey by Brunvand of folklore courses currently being offered within Departments of English in the United States at the college and university level. As the title indicates, the situation is not without irony, and the author emphasizes that acceptance of the place of folklore within academic curricula rests, finally, on folklorists ability as teachers of students and "missionizers" of colleagues.

Greene, Thomas A.
1969(8) One Mile in Another Man's Moccasins. Bibliographic and Special Series No. 2, FOLKLORE FORUM, pp. 50-53.

Primarily a discussion of "applied folklore," written by a then newly employed consultant in folklore and culture by the Texas Education Agency, Greene emphasizes the value of folklore as a means of breaking down ethnocentricity and connecting the textbook with the "street."

Fenton, William Nelson
1969 Anthropology and the University; An Inaugural Lecture. Albany, New York: State University of New York at Albany, College of Arts and Sciences, Department of Sociology and Anthropology; 21 pp.

Casting himself in the role of the "public interpreter," Fenton addresses himself to the question of "the nature of anthropology and what we may expect from it in this university" (p. 3), i.e. at SUNY, Albany. The reprinted lecture is organized to cover the following areas: I. The Husk Face prophecy; II. The place of Anthropology in the University; III. The focal concept of the discipline; V. What should we expect from anthropology at SUNYA?"; and two others.

Fitzsimmons, J.G. and K.A. Job
1969 Man, Culture and Geography: The Major Ingredients in the Fair Lawn, New Jersey, Social Studies Curriculum Project. JOURNAL OF GEOGRAPHY 68:420-423.

Article reports the planning and implementing of a curriculum K-12. While the teaching organizational focus is defined as being geography, the terminology and referential points are decidedly anthropological, with culture appearing to be the actual focus for the curriculum.

Griessman, B.E. and R.J. Dolan
1969 Adult Education and Anthropology. ADULT LEADERSHIP 17: 341-343, 373-374.

Article attempts to draw parallels between the approaches of the anthropologist and of the adult educator, concluding that "in our culture a relatively high standard of living depends upon efficient technology, innovation, and change, but this implies education and continued education of society members. Thus to insist upon abundance is to argue for adult education." Authors take a stand close to the educational anthropologist when they state that "education is a process, and to understand it, we must recognize that it is embedded in the culture of which it is an integral part." This is a somewhat unusual application of the term "anthropology," as revealed in the title of the article and in the text itself by the authors.

Haviland, Pam
1969 A Program for High School Social Studies: Anthropology. Unpublished. ED 063 284. [Source Dynneson 1975; not able to verify.]

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"This guide covers three units: 'The Study of Man;' 'Introduction to Physical Anthropology;' including the process of evolution, descent and change in time, chronology of events, dawn of man, fossil man, race, and definitions of race; and 'Cultural Anthropology'--Asia, Africa, Polynesia, and Latin America. General objectives are set out at the beginning of the guide; detailed objectives and activities are listed in each unit. Included in the guide are reprints of articles, worksheets, transparency masters, charts and tables, and bibliographies. There is also a listing of the information services and embassies in the United States of members of the United Nations."

Hunt, Anne Johnson
1969 Anthropology Achievement of Normal and Disadvantaged Kindergarten Children. Athens: University of Georgia, Anthropology Curriculum Project. Unpublished Ed.D. thesis, University of Georgia. Reports on instructional unit prepared by author for the University of Georgia Anthropology Curriculum Project. [Same as ED 055-924 in Dynneson 1975.]

Jacobson, Daniel
1969 Teaching the American Indian in the American School: An Adventure in Cultural Geography. Chicago: National Council for Geographic Education. ED 048 952 [Source Dynneson 1975; not able to verify.]

"In order to teach students about American Indian culture, it is suggested that a chronological approach be taken in terms of where it all began, what it all means, and what of the entire Indian story is pertinent to geographic education for the student of any age. . . ."

Lyon, Patricia J.
1969 Anthropological Activity in the United States, 1865-1897. KROEBER ANTHROPOLOGICAL SOCIETY PAPERS 40:8-37 (Spring).

From the "Conclusions" of Lyon's well-documented article, it is her primary contention that what can be drawn "from this study is that the supposed 'breakthrough' in American anthropology in 1879 is really illusory. The events of 1879 and the years immediately succeeding were merely a continuation of a rapid but steady growth in both interest in and research on anthropology in the United States. . . . At least one factor in this growth was probably the great man in the New World. The appearance of sudden growth in anthropology seems to be primarily due to a lack of study of the period between the beginning of the Civil War and 1879. The purpose of the present study has been to begin to fill this void by providing a sketch of the framework within which anthropologists were working and an inventory of anthropological activity between the years of 1965 and 1879." Of especial interest for this bibliography is the author's section on "Pedagogy, Publications, and Personnel, 1865-1879,"pp. 25-30.

McCown, Theodore D.
1969 Teaching Anthropology at Berkeley. KROEBER ANTHROPOLOGICAL SOCIETY PAPERS 40:82-92 (Spring).

A rather brief and anecdotal discussion of the Department of Anthropology at Berkeley, which in the early days was the University of California being the only campus, from its conception and founding through the late fifties and early sixties written by a former student and member of the faculty. There is no documentation or bibliography included within the text, McCown relying instead on his own memory and a limited consulting of what Department materials seemed necessary, for example, when he discussed the previous format for examinations, the establishment of a committee for oral exams, etc.

Rice, Marion J.
1969 Evaluation in the Anthropology Curriculum Project. GEORGIA DESP QUARTERLY 5(2):7-12. [See Rice and Bailey 1971 for full report.]

Sady, Rachel K.
1969 Perspectives from Anthropology. New York: Teachers College Press. [Source Burnett 1974.]

Author presents a useful discussion of the basic concepts of anthropology, including, pattern, culture, social structure, function, and cultural continuity and change directed to the specific audience of professional educators.

Schlechty, P.
1969 Teaching Strategies in Social Inquiry. HIGH SCHOOL JOURNAL 53:178-188.

Author advocates strategies to encourage students to view the various social sciences as tools which they can employ in order to develop insights into the ways in which human beings function within a cultural and social context. Article includes suggestions for possible research assignments along the lines proposed.

Swauger, J.L.
1969 The Museum as Teacher: The WE HUMANS EXHIBIT. CURRENT ANTHROPOLOGY 10:461-462.

Article presents argument that museums can be and should be effective in transmitting the lessons of anthropology to the public. Case discussed as an example is that of a travelling exhibit which is sponsored by a labor union.

Weitzman, David et al.
1969 Proposed Anthropology Elective-One Semester. Plan I and Plan II. Grade 10. Oakland, California: Oakland Public Schools. ED 053 997. [Source Dynneson 1975; not able to verify.]

"This curriculum guide offers two approaches to the teaching of tenth grade anthropology. This first is a more traditional approach to the subject, presented with the idea of simply giving the teacher something to build on. The second approach follows 'History as Culture Change: An Overview' developed by the Anthropology Curriculum Study Project. In addition, the authors try to supplement the Association's material by keying readings and materials from one approach to the other. Structurally, the anthropology courses are organized into units and broken down into content, references, bibliography, audio-visual materials, and activities."

Bumstead, R.
1970 Man: A Course of Study. EDUCATE 3:20-29. [Not available for verification or annotation.]

Burger, Henry G.
1970 "Ethno-Janus": Utilizing Cultural Heritage to Plan for Future Employment. PRACTICAL ANTHROPOLOGY 17:241-252. [Burnett 1974.]

Author calls into question the area of ethnic-heritage studies, while suggesting that occupational-forecasting be utilized and then describing its present use among Navajo reservation school children. Article is perhaps significant for the criticisms raised by the author as they reflect indirectly on anthropological content in elementary and secondary school curricula.

Calver, John F.
1970 Change in Student Perception of the "Social Studies" Following the Introduction of MACOS. Syracuse, New York: Eastern Regional Institute for Education. [Source Dynneson 1975; not able to verify or to provide annotation.]

Cook, E.A.
1970 Graduate Education in Anthropology: Implications for the Future of Anthropological Training. IN Current Directions in Anthropology, A Special Issue, BULLETINS OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION 3(2):56-63.

Author encourages new approaches and a thorough review of anthropological education, rather than allowing what he terms "stagnation" and "continued reliance" on what has been done in the past.

Darnell, Regna D.
1970 The Emergence of Academic Anthropology at the University of Pennsylvania. JOURNAL OF THE HISTORY OF THE BEHAVIORAL SCIENCES 6:80-92.

The article draws upon several important archival sources in discussing the development of museum and university programs at the University of Pennsylvania, Philadelphia. This is an especially good source for its discussion of museum and university approaches to academic anthropology, and Darnell makes clear the role of each in the development at Pennsylvania. This article was originally presented as a part of a symposium on "Continuity and Change in American Anthropology" at the annual meeting of the American Anthropological Association, November 1968.

Essene, Frank J.
1970 Anthropology at the University of Kentucky, Lexington Campus. TRANSACTIONS OF THE KENTUCKY ACADEMY OF SCIENCE 31:22-22. [Source Essene 1972; not able to verify. See Essene 1972 for annotation.]

Goldschmidt, Walter
1970 On Becoming an Anthropologist; A Career Pamphlet for Students. Washington, D.C.: American Anthropological Association.

This pamphlet briefly outlines and then discusses the general subject of anthropology under the following headings with a student audience in mind:
(1) What Anthropology is About.
(2) The Fields of Anthropology.
(3) How to Become an Anthropologist.
(4) Where You Will Work.
(5) Anthropological Associations and Their Activities.
(6) For Further Information.
(7) National Anthropological Organizations [listing].
(8) Regional Anthropological Organizations and Conferences [listing].

Hanley, Janet et al.
1970 Curiosity, Competence, Community: Man, A Course of Study, An Evaluation. Cambridge, Mass.: Education Development Center. ED 045 461. [Source Dynneson 1975; not able to verify or to provide annotation.]

Kellers, J. McW.
1970 On Museums and the Teaching of Anthropology; Reply to "The New Role for Anthropology in the Natural History Museum". CURRENT ANTHROPOLOGY 11:175.

Reply encourages that all of the human senses be utilized, or at least as many of the five as possible, when museum exhibits are being planned, and that the museum staffs must become more involved in the exhibits' on-going display in order to encourage more opportunity for visitor or viewer participation. One example in which Kellers was personally involved is cited as an illustration of what he is encouraging in museum utilization. At a Boy Scout exhibit a display of drums was arranged in such a manner so as to not only allow, but also encourage, viewers to "try their hands" on all but the most fragile of specimens. To the author, it is this kind of involvement—in this case it "brought down the house"—that will make the museum truly an educational experience for student and general citizen alike.

Kimball, Solon T.
1970 Education. IN Anthropology and the Beahvioral and Health Sciences. O. von Mering and L. Kasdan, eds. Pittsburgh: University of Pittsburgh Press. [Source Burnett 1974.]

Although primarily a relevant article to the anthropology of education, which Kimball treats in detail, it is also significant for the focus of this bibliography for Kimball's discussion of six areas of education which he considers to "overlap" with anthropology. It is here that his discussion centers on those aspects of anthropological theory which are relevant to each of the six.

MacFadyen, Donald
1970 Man: A Course of Study Teacher Training and Dissemination Project, Final Report. New Britain, Conn.: Central Connecticut State College Regional Center for the Improvement of Instruction in Elementary Social Studies. ED 049 963. [Source Dynneson 1975; not able to verify or to provide annotation.]

Rice, Marion J.
1970 Pilot Project: University of Georgia. GRADE TEACHER 87: 166, 170 (Feb.). [Rice and Bailey 1971.]

This short note reviews the University of Georgia's sequential curriculum project in grades one through seven, including objectives, history, evaluation additional information. Rice was the coordinator of this Project.

Sanders, N.M. and M.L. Tanck
1970 A Critical Appraisal of Twenty-Six National Social Studies Projects. SOCIAL EDUCATION 34:383-449.

The sections of this analysis which are of interest within the focus of this bibliography are the "Anthropology Curriculum Project, University of Georgia" (pp. 409-413) and the "Anthropology Curriculum Study Project, University of Chicago" (pp. 413-414). The first Project is concerned with materials emphasizing the deductive rather than the usual inductive premise; that is, the closely directed, explanatory process by which the children are given generalizations along with supporting evidence and are helped by the teacher to draw valid conclusions. The second Project is concerned with the development of a three-week course which could be used as an introduction to secondary school world history courses.

Allen, R.K.
1971 The Culture Area Concept as a Teaching Aid. JOURNAL OF GOEGRAPHY 70:16-18.

Article points out how teachers may profitably utilize the culture-area concept as a central theme about which to organize their classes, while at the same time encouraging cross-discipline interaction between geography and anthropological concerns.

Burger, Henry G.
1971 "Ethno-maieutics": Adapting Curricula for Cross-Cultural Teaching. JOURNAL OF EDUCATIONAL THOUGHT 5(2):69-79. [Burnett 1974.]

Author examines the ethnocentrism which he considers to be inherent in any school curriculum and points out the difficulties in "nativizing" it or the limits of adaptation that are possible. "Maieutics" is the questionning technique utilized by Socrates for gradually leading students from their original idea to the greater complexity in the mind of the teacher. Burger argues that such a sequence should, in the case of the ethnic-minority student, lead him from his (minority) cultural referents to those of the majority culture, and that such a context is in itself ethnic-specific. For the author, the nativization of curricular terms is crucial to all cross-cultural or cross-national teaching. [See also Burger 1968 and 1970.]

Bailey, Wilfrid C.
1971 Anthropology in Southern Colleges and Universities. THE SOUTHERN ANTHROPOLOGIST 1:1-5 (Aug.).

In this the first issue of the official communication of the Southern Anthropological Society, Bailey reviews the development of anthropology, and its subfields, within the universities and colleges within the South. Some course descriptions are reproduced to provide the reader with some understanding of what has been taught as anthropology within the region. The author concludes that anthropology is "making great strides in the South," that "old barriers are being broken; interest in anthropology is expanding rapidly," but that "there is still room for growth" (p. 5). Bailey also emphasizes that the present condition of anthropology within the South "has certain implications for training;" that "provisions need to be made for many faculty to continue their training with special emphasis on the areas in which they teach" and that there may "need to be certain changes in the present PhD [sic] programs" (p. 5). Because of the overwhelming amount of anthropologists teaching within "host" departments, usually Sociology, Bailey strongly suggests that a doctoral student secure a strong minor in another field, preferably " in [the] discipline of the host department." The final point made is an encouragement by the author for looking to the smaller schools in the South, pointing out that "many of the anthropological greats of the past worked in small departments, so it does not necessarily take a large department to do good work" (p. 5).

Clinton, A. et al.
1971 An Evaluation of the Experimental Anthropology Program at Magee Secondary School during the Spring Semester of 1971. Vancouver Board of School Trustees, British Columbia. ED 057 103.

An evaluation of this largely experimental program, and also including a discussion of the purpose of the course, the rationale and basic generalizations of Anthropology 11E, a listing of required and suggested course readings, and an appended section which provides student reactions to the program.

Collier, Malcolm
1971 Anthropology in the Schools. IN The Encyclopedia of Education. Lee C. Deighton, ed. New York: The Macmillan Company and The Free Press. [Source Dynneson 1975.] Vol. 1, pp. 228-232, bibliography p. 232.

In this largely review article on the status of the teaching of anthropology on the elementary and secondary level, Collier makes two important statements: (1)"The problem facing curriculum developers is the need to concentrate on the objectives most crucial to the students' general education instead of including all that is relevant to the development of the professional anthropologist;"and (2)"What actually happens to the teaching of anthropology by 1980 will depend on the quality of material produced and the extent and quality of encouragement and opportunity which schools and communities give teachers to develop their intellectual and pedagogical skills."

Darnell, Regna D.
1971 The Professionalization of American Anthropology: A Case Study in the Sociology of Knowledge. SOCIAL SCIENCE INFORMATION 10(2):83-10[illegible].

This article was originally read as a paper at the Sociology of Knowledge Session of the World Congress of Sociology in Varna, Bulgaria, September 1970, with the material largely being summarized from a much more detailed discussion in Darnell's dissertation (1969).

De Bolt, Susan
1971 A Study of, Man: A Course of Study in the Metropolitan School District, Nashville, Tennessee. Nashville, Tenn.: George Peabody College for Teachers. ED 092 446. [Source Dynneson 1975; not able to verify or to provide annotation.]

Goodman, Paul
1971 Comments in the Science of Teaching. IN Anthropological Perspectives on Education. Murray Wax, Stanley Diamond, and F. Gearing, eds. New York: Basic Books. [Burnett 1974.]

Goodman examines six types of "teaching," which might be better described as "learning." Point of view is definitely Western or Occidental, but his discussion has interesting significance for the focus of this bibliography and is therefore included.

Ianni, Francis A.J.
1971 The Art and Science of Teaching. IN Anthropological Perspectives on Education. Murray Wax, Stanley Diamond, and F. Gearing, eds. New York: Basic Books. [Burnett 1974.]

While primarily of interest to those involved in the anthropological study of education and educational systems, author's discussion of the relative failure of the social sciences in general to provide what author considers educators to need most—a theoretical framework of instruction as cultural transmission and amplification and the role of the teacher within the social system of the school—is significant in respect to anthropologists as teachers, both of non-anthropologist (particularly educators) and anthropologists.

Joyce, William W.
1971 MACOS: A Report from the Inner-City. SOCIAL EDUCATION 35: 305-308. [Source Dynneson 1975.]

This article is a report on the use of MACOS on the sixth grade level within a school in Lansing, Michigan, with a class of "inner-city" children of widely divergent social and economic backgrounds from different racial backgrounds. A series of eleven conclusions are incorporated into the report, with a final conclusion being to "underscore the critical role of the teacher" who must "help pupils to define tasks of investigation and establish working arrangements; guide them through individual and group inquiry experiences, while maintaining an open, student-centered classroom" (p. 308). Joyce concludes that "only when our teachers measure up to these expectations can we be assured that they are fulfilling their responsibilities

as teachers of MACOS" (p. 308).

Kimball, Solon T.
1971 An Anthropological Perspective for Social Studies. CAE QUARTERLY 2(3):9-12. [Burnett 1974.]

Author advocates the re-examination of the training programs for the teachers of social studies, with a special view toward encouraging teacher-trainees to utilize the method and the perspective of anthropology, both of which are considered valuable by Kimball in the social and the substantive aspects of their eventual teaching experience.

Lindquist, Harry M.
1971 A World Bibliography of Anthropology and Education, with Annotations. IN Anthropological Perspectives on Education. Murray Wax, Stanley Diamond, and F. Gearing, eds. New York: Basic Books; pp. 307-384.

Limited direct significance for this bibliography, however, because of its organization by geographic area and within that, by country, it is potentially possible to locate specific references that may be relevant rather easily.

Morris, S. (reported by)
1971 Students in a Community of Scholars (with discussion). HUMAN ORGANIZATION 30:313-319. Commentary section edited by S. Polgar.

Morris' essay is the result of several informal discussions among students and faculty at the University of North Carolina, Chapel Hill, and it is based on experiences in a number of departments. Some of the suggestions discussed are now a part of the program within the Department of Anthropology at Chapel Hill. Commentary includes discussion by John J. Honigmann, Sol Tax, Anthony Leeds. Discussion of the concept of "community" is relevant.

Rice, Marion J. and Wilfrid C. Bailey
1971 Final Report, The Development of a Sequential Curriculum in Anthropology, Grades 1-7. Athens, Georgia: University of Georgia, May 1, 1971.

"A Sequential Curriculum in Anthropology for Grades 1-7" was a project in curriculum development funded by the United States Office of Education during the years 1964-1969, and the Project continued after 1969 under the auspices of the University of Georgia as a framework for the training of social science educatiors in curriculum development and research. The purpose of the Project was to develop and field test systematic content in anthropology for elementary social studies, with progressive development centered on mastery of the fundamental concepts and their application. Some results determined through staff evaluation included: the subject matter of anthropology is interesting to elementary school children; they are stimulated by a technical, cognitive approach to the teaching of anthropology; anthropology may be presented as a scientific discipline; and the single discipline approach is suitable to elementary presentation; among other conclusions reached.

Storey, Edward (ed.)
1971 Anthropology and Education: A General Bibliography. Atlanta: Department of Anthropology, Georgia State University. ED 059 118. [Burnett 1974.]

A bibliography of items in anthropology and education primarily concerned with anthropological research on education, but with significance for this bibliography in the limited overlapping with anthropology in education, that is, the study and the teaching of anthropology and anthropological data.

Wax, Murray, Stanley Diamond, and F. Gearing (eds.)
1971 Anthropological Perspectives on Education. New York: Basic Books. [Burnett 1974.]

An important and significant contribution to the gathering together of the literature, this collection of readings includes some papers from two different conferences on anthropology and education, as well as other submitted independently. [See relevant articles listed independently for 1971; see also Foster 1972 for critique.]

(no author)
1972 Many Peoples—One Society; Papers Presented at the Eighteenth Duke University Conference on Teaching Social Studies. HIGH SCHOOL JOURNAL 56:1-53.

Special issue contains four article, each dealing with ethnographic material which might be presented profitably within a social studies course. While the articles are weak on methodology, they are based on firsthand research and usually extensive field work experience. Their significance lies in the fact that they are not simply "watered-down" ethnography for presentation on the secondary level or on the elementary level of instruction. [Each entry is listed separately, in order of appearance, and with complete citation.]

Peacock, James L.
1972(1) Plural Society in Southeast Asia. HIGH SCHOOL JOURNAL 56: 1-10.

Gavins, R.
1972(2) Cultural Pluralism in the Southeastern United States. HIGH SCHOOL JOURNAL 56:11-25.

Tuthill, R.L.
1972(3) Geographic Aspects of Cultural Pluralism in Nigeria. HIGH SCHOOL JOURNAL 56:26-44.

Embree, A.
1972(4) India—A Plural Society. HIGH SCHOOL JOURNAL 56:45-53.

Barnes, Buckley Richard
1972 The Effects of the Position of Organizers to Facilitate Learning of Structured Anthropology Materials in the Sixth Grade. Unpublished Ed.D. thesis, University of Georgia. [Source Rice and Bailey 1973.]

From Dissertation Abstracts, Vol. 33 (1973), pp. 5027-5028-A. "The purpose of the present study was to compare the facilitative effects of pre- and post-organizers on the learning of structured anthropology materials at the sixth-grade level." The instructional unit was produced by the University of Georgia Anthropology Curriculum Project. [Same as ED 073-040 in Dynneson 1975. See Rice, Barnes, and Clawson 1972.]

Charles, C. L.
1972 Anthropology Curriculum Study Project, Patterns in Human History; the University of Chicago. SOCIAL EDUCATION 36: 724-726.

Summary of the teacher materials produced under the cooperation of the American Anthropological Association, Anthropology Curriculum Project, which received funding in 1962 from the National Science Foundation in order to provide materials for high school anthropology instructors. What was produced is discussed by Charles: a sixteen week multimedia course to supplement high school social studies courses, published by Macmillan & Co. in 1971.

Clawson, Elmer U.
1972 A Comparison of the Effects of Organizers on the Learning of Structured Anthropology Materials in the Third Grade. Unpublished Ed.D. thesis, University of Georgia. [Source Rice and Bailey, 1973.]

From Dissertation Abstracts, Vol. 33 (1973), p. 4788-A. "The purpose of the present study was to compare the facilitative effects of pre- and post-organizers on the learning of structured anthropology materials at the third grade level. The investigation was an outgrowth of interest in David P. Ausubel's theory of meaningful, verbal reception learning. The instructional unit was produced by the University of Georgia Anthropology Curriculum Project. [Same as ED 073-041 in Dynneson 1975. See Rice, Barnes, and Clawson 1972.]

Dobbert, M. L.
1972 Teaching Undergraduate Anthropology: Problems, Solutions, and Experiments. CAE QUARTERLY 3(1):14-17.

This articles is a report of a Council on Anthropology and Education informal session conducted on the teaching of undergraduate anthropology at the Central States Anthropological Society meetings during 1971. Discussion includes a listing of the participants along with a brief note on the presentation of each; bibliography appended.

Dynneson, Thomas L.
1972 Anthropology for the Schools: An Analysis of Selected Anthropology Curriculum Projects and Units with Content Ratings by Professional Anthropologists. Unpublished Ph.D. thesis, University of Colorado.

From Dissertation Abstracts, Vol. 33 (1973), p. 3948-A. "The major objectives of this study were to: 1. Determine the characteristics . . . of selected anthropology unit and course materials available for use in the public schools. 2. Analyze anthropology unit and course materials through a curriculum analysis system. . . . 3. Determine the extent to which the selected course materials utilized anthropological knowledge and methodology."

Dynneson, Thomas L. and Bob L. Taylor
1972 The Review and Reaction to Selected Anthropology Projects by Professional Anthropologists. A paper presented at the National Council of Social Studies meetings, Boston. [Source Dynneson 1975; not able to verify or to provide annotation.]

Edmunson, Munro S.
1972 The History and Present Status of the Anthropology Programs at Tulane. THE SOUTHERN ANTHROPOLOGIST 2:6-7 (Oct.).

A review of the establishing of anthropological instruction at Tulane University, from the founding of the Department of Middle American Research and its associated library (now the Latin American Library) in 1924-1925, through 1971. Article provides names and dates of those having taught at the University or having been involved in supervision of the museum's collections;e.g. some time before the beginning of the Twentieth Century Professor George Eugene Beyer was named curator of the anthropological collections of Tulane's university museum.

Essene, Frank J.
1972 Anthropology in Kentucky, 1926-1972. THE SOUTHERN ANTHROPOLOGIST 2:1-4 (June).

Author reviews the history of the Department of Anthropology at Kentucky, noting that it was "one of the few institutions in the south that started an independent Department of Anthropology and Archaeology in those early days. The redundancies 'and Archaeology' were dropped in time and an independent Department of Anthropology still survives," withstanding "administrative moves to include anthropology with other social sciences" during the past forty-six years and Essene predicts that "its independence will continue well into the future" (p. 1). In addition to a closing "Summary" the materials are organized around the following five areas: (1) The Age of Innocence (1926-1935); (2) Creeping Professionalism (1936-1945); (3) Poverty-Stricken Professionalism (1946-1955); (4) Opportunistic Expansion (1956-1965); and (5) Florescence (1966-1974).

Foster, Philip
1972 Review of Anthropological Perspectives on Education. AMERICAN JOURNAL OF SOCIOLOGY 78:489-492. [Source Burnett 1974.]

A highly critical review of the collection by a sociologist who is also highly critical of the general state of anthropological research in education, challenging the claims of anthropology and of anthropologists to a unique and objective contribution to research on the nature of schooling. Typical example: "I am always a little puzzled that anthropologists who can view the barbarities . . . of Australian initiation ceremonies with sympathetic detachment and objectivity seem to become so outraged by some of the coercive aspects of Western formal education. [See Wax, Diamond, and Gearing 1971.]

Grange, Robert T., Jr. and Gilbert Kushner
1972 Anthropology at the University of South Florida. THE SOUTHERN ANTHROPOLOGIST 2:1-6 (Oct.).

The authors review the independent beginning of anthropology at the University of South Florida which was established in 1956, admitting its first freshman class in 1960, and supporting the authors' view that "a value of anthropology in a university program is its unique perspective on the world of man" which is best "sharpened and focused in an independent setting" (p. 1). The materials presented are organized under the following four headings: (1) History; (2) Students; (3) Problems; and (4) The Future.

Gumperz, John J. and E. Hernandez-Chavez
1972 Bilingualism, Bidialectalism, and Classroom Interaction. IN Functions of Language in the Classroom. C.B. Cazden, V.P. John, and D. Hymes, eds. New York: Teachers College Press. [Source Burnett 1974.]

While primarily a discussion of the social as well as the linguistic significance of black dialect, particularly the socially exclusionism of coding systems, the article has relevance for this bibliography for its discussion of teaching or training teachers in linguistic and ethnographic aspects of dialect usage.

Henry, Jules
1972 On Education. New York: Vintage Books. [Burnett 1974.]

This is a paperback edition of Henry's major essays, the relevant ones of which have been incorporated into this bibliography at the appropriate place with respect to original publication date. In all cases, the essays included in this bibliography and included in this edition have been so noted.

Holmes, John L. and Rose Marie Davis
1972 A Comparative Study of the Effects of a Traditional Social Studies Curriculum at the Sixth Grade Level and "Man: A Course of Study," Final Report. Ashland, Oregon: Southern Oregon College. ED 071 987. [Source Dynneson 1975; not able to verify or to provide annotation.]

Hymes, Dell
1972 Introduction. IN Functions of Language in the Classroom. C.B. Cazden, V.P. John, and D. Hymes, eds. New York: Teachers College Press. [Source Burnett 1974.]

Thrust of this article is that linguistics can offer education a good deal concerning understanding the relationship between styles of teaching and styles of learning vis-a-vis language, which depend not on language alone, but on language studied in social context; i.e., in terms of its organization to serve ends.

Intintoli, M.
1972 Process and Product in Teaching Anthropology. A paper presented at the Twelfth Annual Meeting, Northeastern. Anthropological Association, Buffalo, New York, during April 21-23, 1972. [No other information available; not able to verify or to provide annotation.]

John, Vera P.
1972 Styles of Learning—Styles of Teaching: Reflections on the Education of Navajo Children. IN Function of Language in the Classroom. C.B. Cazden, V.P. John, and D. Hymes, eds. New York: Teachers College Press. [Source Burnett 1974.]

Author starts from the point of view that styles of teaching are an expression of goals of education, with focus of paper on how Navajo children learn and the inconsistency with the teaching styles and what they are taught. Highly significant for John's examination of the "styles of teaching" and the question of "inconsistency between style and material."

Kleinfeld, Judith
1972 Effective Teachers of Indian and Eskimo High School Students. Fairbanks, Alaska: Institute of Social, Economic, and Government Research. [Source Burnett 1974.]

This study offers a teacher typology, which distinguishes between effective and ineffective teachers based on academic performance. Material is presented from Indian and Eskimo students, with significant information on teacher-student interaction and in the schooling of minority children. Particulary significant here for its attempt at typing effective and ineffective teachers and techniques.

National Council for the Social Studies
1972 New In-Depth Evaluation of Social Studies Curricular Projects, Programs, and Materials. SOCIAL EDUCATION 36: 711-773. Special issue editors, K. Wiley and I. Morrissett.

This issue contains twenty-six articles following the description in the general title of the presentation, some of which deal with anthropology in a very direct and in-depth manner, others in a more general fashion as part of the social studies making use of an anthropological approach, whether or not it is labeled as such.

Rice, Marion J., Buckley [illegible] Carnes, and Elmer U. Clawson
1972 The Effects of the Position of Organizers on the Learning of Structured Anthropology Materials in Grades Three and Six, Final Report. Athens: University of Georgia, College of Education. ED 069 497. [Source Dynneson 1975.]

The research reported within this Final Report was funded through a grant with the Office of Education, United States Department of Health, Education, and Welfare, National Center for Educational Research and Development (Regional Research Program). The purpose of the research was to test the facilitative effects of organizers, one of the components of David P. Ausubel's theory of meaningful, verbal reception learning, on the learning of structured anthropology materials in the primary and intermediate grades. To accomplish this, three treatment groups were used: pre-organizer, the organizers preceded the learning passages; post-organizers, the organizers were placed after the learning passages; and no-organizers. Based on the accumulated final results, the main finding indicated that there was "no significant difference in the achievement of pupils using structured anthropology materials in grades three and six organized in the three different ways--pre-organizer, post-organizer, and no-organizer" (p. iv).

Spradley, J.P. and D.W. McCurdy
1972 The Cultural Experience: Ethnography in Complex Society. Chicago: Science Research Associates. [Burnett 1974.]

Essentially a textbook about ethnographic research designed to encourage beginning students to carry out ethnographic field work in communities accessible to them,i.e.,their own backyard. Several student ethnographies are included. Volume can serve profitably as a "record" of how introductory anthropology and independent study opportunities are structured as taught by these two anthropologists.

Fitzgerald, T.K.
1973 The Role of the Anthropologist in Experimental College Evaluations: Some Personal Observations. A paper presented at the Ninth International Congress of Anthropological and Ethnological Sciences, Chicago, Illinois, during August and September 1973. [No other information available; not able to verify or to provide annotation. To be published by Mouton Press, The Hague, and distributed in the United States by Aldine, Chicago, as World Anthropology, Proceedings of the Ninth International Congress of Anthropological and Ethnological Sciences.]

Frech, W.P., Jr.
1973 The Effects of the Anthropology Curriculum Project Material, The Concept of Culture, on the Ethnocentric Attitudes of Specific Fourth Grade Children. Unpublished Ed.D. thesis, University of Georgia. [Source Rice and Bailey 1973.]

From Dissertation Abstracts, Vol. 34 (1974), pp. 3830-3831-A. "The purpose of this study was to investigate the effect of instruction in the Anthropology Curriculum Project materials, Concept of Culture, in moderating extreme forms of ethnocentrism" of fourth graders.

Gearing, Fred O.
1973 Anthropology and Education. IN Sourcebook in Social and Cultural Anthropology. John Honigmann, ed. Chicago: Rand McNally & Co.; pp. 1223-1249, bibliography pp. 1245-1249. [Burnett 1974.]

Article looks at both the "anthropological message" for the education of students and teachers, and at the "anthropological study" of the school and the educational system as a process of cultural transmission. For Gearing, the interest in one generally leads to an interest in the other as an area to work within also. Some historical treatment in the text and in evidence in the bibliography.

Gilbert, Helen
1973 Folklore Studies, A Curriculum Project. FOLKLORE FORUM 6:165-167 (July).

This article is actually a proposal for the establishment of a program of folklore courses by Gilbert at the College of St. Benedict, in St. Joseph, Minnesota, in 1972. Gilbert emphasizes in her outline and in her discussion that such a proposal must be structured with an emphasis on undergraduate educational objectives, and in terms of the locale in which the college is located. Courses include fieldwork experience and the analysis of field data by the students.

Gonzalez, Nancie et al.
1973 Applied Anthropology and the Grade Schools. HUMAN ORGANIZATION 32:295-304.

Report of the evaluation of the training experience of eighteen sixth grade teachers in Iowa City being trained to teach "Man: A Course of Study (MACOS)." Study involved the testing of both the teachers and the school children who were later taught, pre-test and post-test results, video tapes of teachers as they covered the various themes in the course.

Haefner, J.N., R.M. Fitch, and N.L. Gonzalez
1973 A Study of the Effects of Differential Teacher Training on the Teaching of "Man: A Course of Study" in the Iowa City, Iowa, Public Schools. Unpublished mss. [Source Gonzalez et al. 1973; not able to verify or to provide annotation.]

Herlihy, J.B. and G.S. Morrison
1973 Teaching Man to Children; MACOS Program. PENNSYLVANIA SCHOOL JOURNAL 121:130-132, 154.

Article is written by an assistant professor of education who serves as project director of a five-state, fifteen-college MACOS network (Herlihy) and by a professor of education who serves as a consultant

to the MACOS program (Morrison). Primarily a review by the authors of the teaching techniques which encourage student involvement and deductive reasoning, with resources available to check responses and to seek additional information throughout the course.

Hill, C.E.
1973 New Challenges to the Anthropologist as Teacher: A Paradox in Accountability. EDUCATION 94:44-47.

The purpose of this article is to discuss the problems facing anthropologists who are concerned with innovation and accountability in teaching, and their applications to teaching and education, and to the conceptual framework of anthropology. Hill suggests a kind of "educational pluralism" which can apply to anthropology.

Ianni, F.A.J. and E. Storey (eds.)
1973 Cultural Relevance and Educational Issues: Readings in Anthropology and Education. Boston: Little, Brown and Co. [Source Burnett 1974.]

Several articles included in this collection are possibly relevant for this bibliography, although the primary focus is for anthropology of education. Distinctions are made between anthropology in education and anthropology of education. Perhaps the former is a better choice in describing this present bibliography, than the possibly more ambiguous anthropology and education. However, this terminology is fluid, and as research indicates, some of which is included within Ianni and Storey's book, other included within this bibliography, anthropology of and anthropology and are used interchangeably to indicate the subject matter of the anthropological study of education and educational systems and situations.

Kalso, M.L.
1973 Contributions from Anthropology to Elementary Social Studies Curricula. THE SOCIAL STUDIES 64:254-257.

Article covers the question of anthropology in the elementary school social studies by discussing the following points as headings in the article: (1) the importance of anthropology to elementary school social studies; (2) the forms in which anthropology may be acceptable to social studies; and (3) conclusions realized by Kalso through the present research. Author views anthropology as being able to contribute to understanding and to appreciation of other cultures, regardless of the approach employed to introduce the materials on the elementary level.

Leach, Edmund
1973 Keep Social Anthropology Out of the Curriculum. TIMES EDUCATIONAL SUPPLEMENT 3010:4 (Feb. 2).

Leach suggests that the value of the social sciences is not that they show how social institutions satisfy the needs of the individual, but that they demonstrate that there are alternative possible

solutions to every social problem, while also showing that the possible switching from one solution to any other is a very difficult operation. Author's thesis is that this kind of questioning in the lower grades might seriously confront the status quo. The writing is a bit obscure at points, and it should really be read to be fully appreciated.

Littleford, M.S.
1973 Teaching Anthropological Processes and Perspectives in the Secondary School. HIGH SCHOOL JOURNAL 56:207-216.

Report of the activities, subject matter, and techniques of an experimental "Problems in American Democracy" class in which the primary course work and goals involved the acquisition of anthropological skills and the development of comparative, cross-cultural perspectives. Research involved in this course provided the basis of author's doctorate thesis.

McLendon, Jonathon C. (ed.)
1973 Guide to Reading for Social Studies Teachers. Bulletin 46. Washington, D.C.: National Council for the Social Studies. ED 076 470. [Source Dynneson 1975.]

"This major reference tool aims to identify for social studies teachers the best available reading materials selected from the overwhelming outpouring of writings of the 1960's and early 1970's. The book's 31 chapters focus on 1) the social sciences, 2) societal problems and issues, 3) curriculum, methods, and media, and 4) perspectives on human development. . . . This review of the literature is intended for educators who want the best of recent scholarship and lucid, fresh presentations of ideas: teachers aiming to improve curriculum and instruction; curriculum workers and consultants tackling school problems; college and university educators improving programs and working with preservice and inservice teachers; librarians seeking resource guides; and those wanting simply to know more."

McRae, Stuart I.
1973 New Dimensions of Sight and Sound in Anthropology: A Multi-Media Classroom. COMMUNITY COLLEGE SOCIAL SCIENCE QUARTERLY 4(1):16-19.

This was originally presented as a paper during the Council on Anthropology and Education (CAE) sponsored sessions at the American Anthropological Association meetings, Toronto, in December 1972. Article is an imaginative presentation of McRae's experiences in presenting introductory anthropology through the use of individual learning experiences supported by a multi-media structure as an integral part of each course.

Oswald, J.M. and M.L. Spitzer
1973 Intercultural Social Studies: A Project for Secondary Schools. THE INDIANA SOCIAL STUDIES QUARTERLY 26:65-83.
[Not available for verification or annotation.]

Peckham, Percy D. and Arthur E. Ware
1973 An Evaluation of "Man: A Course of Study." Bellevue: Public Schools, Research Office of the Administration Division. ED 081 662. [Source Dynneson 1975; not able to verify or to provide annotation.]

[Rice, Marion J. and Wilfrid C. Bailey]
1973 Bibliography of References on Anthropology Curriculum Project. Athens: University of Georgia, Anthropology Curriculum Project (April 18); 4 pp. (mimeo).

Bibliography is divided into five sections, which are: (1) Project Evaluation; (2) Project Publicity; (3) References in Texts; (4) Outside Appraisals; and (5) Objective Descriptions. Most of these forty-two citations are included within this bibliography, for they clearly are within the latter's focus.

Ryan, F.L. and D. Bushyager
1973 An Analysis of the Conceptual Understanding of First Grade Students Involved in a Study of Anthropology. CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH 24:120-128.

According to the authors, the purpose of their study was to assess the ability of first grade students in a specific concept-centered curriculum to understand selected key concepts from the social science discipline of anthropology. Research attempted to determine and then to assess the following: (1) the acquisition of conceptual understandings; (2) the "level" of those understandings; and (3) the students' success with various "processes" of conceptualizing.

Walz, O.
1973 Anthropology: Adrenalin for a Tired High School Curriculum? CLEARING HOUSE 48:206-209.

Author urges that much care be taken in the introduction of anthropology into the curriculum on the secondary school level, with considerable attention to the assembling of appropriate materials and in devising good instructional approaches. Bibliography appended.

Youngpeter, John Michael
1973 Science Museums and Elementary Teacher Education: Organizing and Implementing Programs in Natural Sciences. Unpublished Ed.D. thesis, Columbia University. [Not able to verify through Dissertation Abstracts.]

Burnett, Jacquetta H., with the collaboration of Sally W. Gordon and Carol J. Gormley

1974 Anthropology and Education: An Annotated Bibliographic Guide. New Haven: Human Relations Area Files Press, for the Council on Anthropology and Education; 159 pp.

The title is explicitly descriptive of this invaluable work. From the "Foreword" by Burnett: "The references in this bibliography are concentrated on anthropological research on formal and informal education. This bibliography is selective, and the criteria of selection were made public in the first call for references from the members of CAE. Even so the limits on temporal, financial, and human resources with which to do the bibliography forced us to the decision to be less inclusive than we might wish to have been at the interface of the field of anthropology of education with psychological anthropology, linguistics, and comparative education. . . . In selecting items for inclusion in this bibliography we have been guided primarily by four questions: what basic concepts oriented the writer; what was done; how was it done; and what was the disciplinary, or cultural, identity of the person who did the work. . . . The bibliography includes a great many references from the early decades of this century which serve to emphasize that education and culture transmission have a long history of interest for ethnographers. . . . The explicit use of selective criteria in this bibliography marks, we think, a new status for the field. It is no longer just an area of interest, but is a field in which concepts are not merely ad hoc, but are increasingly conventional in usage. Conceptual advancements in the field have allowed us to formulate and use a consistent conceptual basis for selection. . . ."

Darnell, Regna D. (ed.)

1974 Readings in the History of Anthropology. New York: Harper & Row, Publishers; 479 pp.

In addition to the editor's "Introduction," the book is organized under the following headings: Part One, The Nature of Anthropology; Part Two, Voyagers and Philosophers; Part Three, Professionalization of Anthropology; and Part Four, History From Within the Discipline. The book is "autobiographical" in the sense that it reflects Darnell's conviction "that the history of anthropology must be part of the discipline, both as a specialization for some scholars and as part of the consciousness of every practicing anthropologist . . . ." Several of the articles reprinted in this collection have been annotated within this bibliography under the appropriate author and date of original publication, with reprinting noted.

Dynneson, Thomas L. and Bob L. Taylor

1974 The Status of Anthropology in the Schools. SOCIAL STUDIES JOURNAL 3:54-57 (Spring). [Source Dynneson,1975; not able to verify or to provide annotation.]

Education Committee, Wisconsin Anthropological Society
1974 Bibliography on Anthropology for Primary and Secondary School Students and Teachers. Milwaukee, Wisconsin: Wisconsin Anthropological Society; 26 pp. (mimeo).

The entries are grouped according to the following interests: A. Courses and Modules Prepared for School Uses; B. The Teaching of Anthropology; C. Bibliographies; D. Careers in Anthropology; E. General Anthropological Texts; F. Prehistory and Archaeology; G. Fossil Man and Human BIology; H. Primate Studies; I. Urban Anthropology; J. Problems of Culture Change; K. Ethnographic Literature (The Americas, Africa, Asia and Southeast Asia, Europe, Pacific Oceania); L. Biographical Sketches; and M. Fiction of Anthropological Interest. In addition, each entry is coded for appropriate use following the criteria of (1) as a source for teachers, (2) on the high school level, (3) within the intermediate grades, and (4) within the primary grades.

Eldridge, J., J. McReynolds and E. Badger
1974 Potlatch Game. CAE QUARTERLY 5(4):19.

Following an introduction to gaming in a cultural ecology course taught by Dr. Douglas Uzzell (Rice University), the authors undertook an independent study project culminating in their creation and later testing of what they called "The Potlatch Game." This simulation of the well-known North American Indian ceremony was developed with the intention of producing an entertaining yet informative educational tool, designed for use at both the secondary and the college level as an exposure to what appear to have been the aspects of the Kwakiutl Indians of British Columbia.

Hardman, Kay
1974 An Experimental Approach to Folklore Studies for Teachers. FOLKLORE FORUM 7(3):192-197.

Author presents her experiences in the developing and teaching of a course in "Folklore & Mythology Studies for Teachers" at the University of California, Los Angeles during the summer of 1973. Discussion includes the structure of the course, suggested readings, field work assignments, class projects, as well as teacher and student evaluation.

Hardman, Kay, Norine Dresser and George Enell
1974 Bird, Beast, or Fish. FOLKLORE FORUM 7(3):198-202.

Originally presented during the session on "Folklore and Education," American Folklore Society annual meeting, Nashville, Tennessee, in November 1973, the authors believe using this game, as well as those developed by others, has indicated "that a carefully constructed game situation can give students the opportunity to generate concepts for themselves from their experience within the game, instead of simply being exposed to the same concepts developed through a series of lectures by the professor, and that the discussions following the game are valuable to both teacher and student" (p. 198). Bibliography includes suggested readings on the subject of simulation.

Hill, C.E.
1974 Graduate Education in Anthropology: Conflicting Role Identity in Fieldwork. HUMAN ORGANIZATION 33:408-412.

Hill draws from the available literature on role theory and from Kuhn (1970) for the concept of paradigm in examining some of the problems of role identity in fieldwork and the accompanying implications for the ideology and socialization process of anthropology as a discipline. Ideas presented are based on the author's own fieldwork experience in Costa Rica, the rural south of the United States, and research conducted on religious movements among youth in America, as well as on interaction with other anthropologists who have had similar experiences. She looks at fieldwork as "initiation of suffering" in order to learn "what an anthropologist does," not to question the requirement, but to suggest that an understanding of anthropology and being an anthropologist, and "objectivity," can be acquired without a stressful isolated fieldwork situation. Bibliography is quite useful in further investigation of her premise.

Joyce, William W. (ed.)
1974 Social Studies and the Elementary Teacher. SOCIAL EDUCATION 38:441-457.

Special issue of SOCIAL EDUCATION includes five articles, all of which focus on the subtitle "Man: A Course of Study." [Each entry is listed separately, in order of appearance, and with complete citation.]

Herlihy, John G.
1974(1) Man: A Course of Study; An Exemplar of the New Social Studies. SOCIAL EDUCATION 38:442-443, 455.
Agostino, Robert V. and George S. Morrison
1974(2) No More of Those "Do As I Tell You" Blues. SOCIAL EDUCATION 38:444-446.
Vert, Gene and Donald MacFayden
1974(3) I Signed the Purchase Order! What Do We Do Now? SOCIAL EDUCATION 38:447-450, 455. [Source Dynneson 1975.]
Herlihy, John G.
1974(4) Prologue to Change. SOCIAL EDUCATION 38:451-455.
Inkpen, Thomas D.
1974(5) A Selected Bibliography on "Man: A Course of Study." SOCIAL EDUCATION 38:456-457.

Leacock, Eleanor, Nancie L. Gonzalez and Gilbert Kushner (eds.)
1974 Training Programs for New Opportunities in Applied Anthropology. A Symposium Sponsored by the Society for Applied Anthropology, Boston, March 1974. Washington, D.C.: American Anthropological Association; 54 pp.

A special publication of the American Anthropological Association, in collaboration with the Society for Applied Anthropology, this pamphlet includes ten articles, eight of which are organized under either the heading of "Programs Underway" (three), or "Programs Being Initiated" (five). [Each entry is listed separately, in order

of appearance, and with complete citation.]

Leacock, Eleanor, Nancie L. Gonzalez and Gilbert Kushner
1974(1) Preface. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp. v-viii.

Spicer, Edward H. and Theodore E. Downing
1974(2) Training for Non-Academic Employment: Major Issues. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp. 1-12.

Gallaher, Art, Jr.
1974(3) Applied Anthropology at the University of Kentucky. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp. 13-15.

Halpern, Katherine Spencer
1974(4) MA in Applied Anthropology at American University. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp. 16-19.

Watson, Walter and Nicholas Yarmoshuk
1974(5) Brock University's Undergraduate Program in Applied Social Science. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp.20-28.

Gonzalez, Nancie L.
1974(6) Applied Anthropology at Boston University. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association, pp. 29-33.

Kushner, Gilbert and Michael V. Angrosino
1974(7) Applied Anthropology at the University of South Florida. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp. 34-38.

Kimball, Solon T.
1974(8) Anthropology and Policy Research and Development—A Non-Thesis Master of Arts Program at the University of Florida. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp. 39-44.

Leacock, Eleanor
1974(9) A Master's Program in Applied Anthropology at City College, CUNY. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner,

eds. Washington, D.C.: American Anthropological Association; pp. 45-48.

Kerri, James N.
1974(10) The Anthropology of Development at Case Western Reserve University. IN Training Programs for New Opportunities in Applied Anthropology. E. Leacock, N.L. Gonzalez, and G. Kushner, eds. Washington, D.C.: American Anthropological Association; pp. 49-54.

Littleford, M.S.
1974 Anthropology and Teacher Education. EDUCATIONAL FORUM 28:285-289.

Although this article is primarily concerned with the presentation of an argument for teachers adopting a "natural history-anthropological framework" in order to analyze the environment as a series of dynamic and interconnected social systems, and to be able then to interpret the significance of the patterned relationships within and among these systems for his or her task as an educator, the author's introductory paragraphs urge the incorporation of the anthropological component into teacher education.

Moore, Dward A., Jr.
1974 Individualizing Instruction. CAE QUARTERLY 5(4):32-34.

This article was initially distributed in typscript under the title of "Individualizing Instruction in Anthropology," at which time Moore advised in a covering letter that the materials discussed within had not been tested firsthand by himself in the classroom, although they would be shortly when he introduced such a proposed course at Jamestown Community College, Jamestown, New York. Published within the new section of CAE QUARTERLY, of which Moore is a special editor, "Teaching Anthropology at the College Level," his article discusses the possibilities for developing materials and techniques that would lead to more individual learning situations for the student.

Muller, M.
1974 Visual Anthropology in Teacher Education. AUDIOVISUAL INSTRUCTION 19:30-33.

Article reports on the course of an educational development project in Latin America, with a focus on a closer look at the teacher-learning process in an effort to guide program planning toward instructional systems which promote effective and efficient teacher preparation. Cites Collier's work and involves the students in what is termed "visual anthropology" because she believes that it affords the student the opportunity to study the teaching-learning process as a process of dynamic interaction. Fieldwork based teaching and doing forms the basis of the teacher education program as developed by Muller.

Neyland, Leedell W.
1974 Survival: Man's Greatest Challenge; Implications for the Social Sciences. THE SOCIAL STUDIES 65:289-293.

In bringing several areas of research together in order to provide the documentation for his largely generalizing discussion, Neyland concludes that "the challenge of survival and the extreme emotionalism that oftentimes accompanies it can be attributed, in a large measure, to the fact that social studies and the social sciences in general have not grown at a rate commensurate with those of science and technology. . . . Even though most social studies teachers recognize that the need for change in these disciplines exists, they have been slow to muster collective efforts to revitalize or outright revise social studies on a nation wide basis. Yet, somewhere along the line this must be done; for survival, man's greatest challenge, is dependent upon social studies and social studies teachers for the answers" (p. 289).

Stern, A.
1974 Converging Paths of Humanity; Approaches and Materials for Studying Anthropology. MEDIA AND METHODS 11:43-45 (Oct.).

Author believes that anthropology should assume "its rightful place" in the high school curriculum, either as a course in the miltitude of electives already present, or as strong units in the study of American, European, Asian, and African history. Stern suggests ways to approach such introduction and study. Although the author is an assistant editor of this publication, and a vice-principal of a New Jersey school, these qualifications not withstanding, some of her suggested books are more "popular" than sound anthropology, and some of her reasons for recommending anthropological instruction on the high school level are naive. Article stresses the "to study will increase understanding and appreciation of others' differences" argument.

Stocking, George W., Jr. (ed.)
1974 The Shaping of American Anthropology, 1883-1911; A Franz Boas Reader. New York: Basic Books, Inc.; 340 pp., bibliography, index.

In addition to the editor's "Preface" and "Introduction: The Basic Assumptions of Boasian Anthropology," the book is organized under the following headings, with approrpiate introductions by Stocking to each: Part I, The Background of Boas' Anthropology; Part II, Basic Anthropological Viewpoints; Part III, The Pattern of Boas' Fieldwork; Part IV, Folklore and the Critique of Evolutionism; Part V, The Analytical Study of Language; Part VI, The Critique of Formalism in Physical Anthropology; Part VII, Racial Capacity and Cultural Determinism; Part VIII, Anthropological Overviews; Part IX, The Propagation of Anthropology; and Part X, Anthropology and Society. Several of the articles and letters reprinted in this collection have been annotated within this bibliography under the appropriate author and date of the original publication or correspondence, with reprinting noted.

Asch, Timothy
1975 Using Film in Teaching Anthropology: One Pedagogical Approach. IN Principles of Visual Anthropology. Paul Hockings, ed. The Hague: Mouton Publishers, with distribution in the United States by Aldine, Chicago; pp. 385-420.

This paper was originally presented in 1973 at the International Conference on Visual Anthropology, which was held in Chicago at the University of Illinois as part of the IXth International Congress of Anthropological and Ethnological Sciences. Asch is a well-known filmmaker and presently serves as Audiovisuals Editor for the AMERICAN ANTHROPOLOGIST. In this article he discusses a course which he successfully taught at Brandeis University, including a detailed analysis of the use of one film and a suggested outline for the use of a sequence of films to demonstrate more fully the role film can play in teaching, and following this with student evaluations of this method. The paper is written "for anthropologists who might wish to take advantage of new film resources and strategies for teaching anthropology," and Asch includes material on current film technology and how educators might make better use of it.

Bernard, Russell H. and Willis E. Sibley
1975 Anthropology and Jobs, A Guide for Undergraduates. Washington, D.C.: American Anthropological Association; 28 pp.

A special publication of the American Anthropological Association which, the authors anticipate, will help to provide some answers to the often heard question today, "I'd really like to major in anthropology, but what can I do when I get my BA degree?" This publication contains suggestions about how to combine a degree in anthropology with supplementary training in order to qualify for a variety of positions, both interesting and useful, after undergraduate school. The contents of this pamphlet are organized in the following manner: (1) Introduction; (2) From Student to Job-Holder; (3) The MA and PhD Degrees in Anthropology; (4) Career Opportunities and Sources of Information; (5) Table 1, Fields Which May be Entered with a BA Degree in Anthropology; (6) Table 2, Supplemental/Parallel Fields; and (7) Appendix, Sample Resumes.

Dynneson, Thomas L.
1975 Pre-Collegiate Anthropology: Trends & Materials. Athens: Anthropology Curriculum Project, University of Georgia. Publication 75-1 (Nov.); 72 pp., appendix, references.

The title of this work is most descriptive of the materials being presented by Dynneson. His discussion is organized under the following chapter headings: Chapter I, Anthropology, Newcomer to the Social Studies Curriculum; Chapter II, The Role of Anthropology in the Social Studies Curriculum; Chapter III, Three Essays by Anthropology Project Directors; Chapter IV, Project Materials for Teaching Pre-collegiate Anthropology; Chapter V, Simulations, Games and other Materials; Chapter VI, Tips for Teachers; Looking to the Future.

From Dynneson's "Introduction:" "In spite of the fact that anthropology courses and units have been taught in a few elementary and secondary schools in the past, the discipline is not a widely accepted or taught subject at these levels. Some have argued that it may never become a full member of the social studies curriculum because of the problems that must be overcome in order for anthropology to gain wide acceptance. These problems include: teacher preparation in anthropology, local and state approval of anthropology courses, competition for 'slots' in the curriculum from history and the other social sciences, parental and community resistance to anthropological explanations of man's development, and lack of sound and appropriate materials for classroom use. . . . This book is directed to those people who would like to see anthropology assume a greater role in the curriculum. Primarily it is addressed to social studies teachers--especially social studies teachers who are planning or would like to teach anthropological subject matter but are relatively unfamiliar with the content of the field and the curriculum resources available to help them in their efforts. This book will also be of interest to social studies specialists and department chairmen who wish to have a general overview of anthropology education; and anthropologists who would like to know about the status of their field in the pre-collegiate curriculum will find the book of some use" (p. 1).

Hockings, Paul
1975 Educational Uses of Videotape. IN Principles of Visual Anthropology. Paul Hockings, ed. The Hague: Mouton Publishers, with distribution in the United States by Aldine, Chicago; pp. 383-384.

With the advent of portable videotape systems, Hockings believes that a variety of possibilities for classes in anthropology, as well as in other disciplines, have presented themselves to student and instructor alike. Hockings suggests that in anthropology the videotape equipment may be used in several distinct ways, including the following: (1) students can use it, with relative ease, to document and to later analyze their domestic situation and life style; (2) instructor's may use videotape to replicate a field experience in the classroom, either from their own data or from that of other anthropologists; (3) in the teaching of ethnographic and participatory filming to advanced students with little or no previous film experience, videotape offers a number of advantages, loosely identified as simplicity, economy, and speed; (4) because of the cheapness and rapidity of a playback, videotape offers the opportunity for getting feedback that will help in understanding and editing from the very people who form the subject matter of the tape. Author's summary emphasizes that "videotape offers our students a chance to observe and interpret cultural material within easy reach of their homes. They do not merely learn how to operate a recording device, for it leads them to look for some wider significance or deeper understanding of what they have recorded. Without this, how can they get started in ethnographic filming?" (p. 384).

Mavalwala, Jamshed
1975 The Use of Television in Teaching Anthropology. IN Principles of Visual Anthropology. Paul Hockings, ed.

The Hague: Mouton Publishers, with distribution in the United States by Aldine, Chicago; pp. 421-430.

This paper was originally presented in 1973 at the International Conference on Visual Anthropology, which was held in Chicago at the University of Illinois as part of the IXth International Congress of Anthropological and Ethnological Sciences. In this discussion, Mavalwala describes the development of several tapes for television use directed "at the level of a first-year university student with little or no idea of what is involved in anthropology; they did not aim at an audience knowledgeable in anthropology. A great many terms were not explained, under the assumption that other sources, such as a tutorial or discussion-group leader or a relevant book, would better provide clarification for the viewer" (p. 421). In examining the tapes so far produced, the author cautions that "the student is becoming a sophisticated user of visual materials. It now behooves the teachers to develop a sophistication in the production of such materials" (p. 430).

Schmidt, Nancy J.
1975 Ethnographic Films About American Indians. CAE QUARTERLY 6(1):33-36. [Also personal communication April, 1975.]

Article reports on the introduction of a course on North American Indians which depended heavily on films in order to present the cultural and social materials in this introductory course open to students in a special semester offering. Author provides suggestions, evaluations, while concluding that she has begun to restructure two other anthropology courses in order to make visual learning an integral, rather than a supplementary, focus largely as a result of teaching this particular course.

Thoresen, Timothy H.H.
1975 Paying the Piper and Calling the Tune: The Beginnings of Academic Anthropology in California. JOURNAL OF THE HISTORY OF THE BEHAVIORAL SCIENCES 11:257-275.

Thoresen discusses in some detail the founding of the Department of Anthropology in the University of California, tracing the influence of several key individuals (Nuttall, Putnam, Boas, Kroeber) in the personal and social networks surrounding Phoebe Apperson Hearst during the early years of the Twentieth Century. While acknowledging that most accounts of the founding of the University of California's Department and Museum of Anthropology have emphasized a continuity from Pheobe Apperson Hearst's archeological expeditions of the 1890's to the academic and ethnologically oriented department that existed when her support ended in 1908, Thoresen considers that continuity to be deceptive. His understanding is that it was more significant as a transition from private and personal patronage to the public and institutional financing, a transition which had its parallel in the other anthropological centers of the day, although equally important in the California case were the ambitions and theoretical interests of several anthropologists. This is a well-documented discussion, drawing on archival and published sources in order to portray the development of ethnological collection and instruction at California.

Wolcott, Harry F.
1975 Ethnographic Approaches to Research in Education: A Bibliography on Method. Athens: Anthropology Curriculum Project, University of Georgia. Publication 75-1 (June); 29 pp. [Burnett 1974, addendum.]

This annotated bibliography represents a continuing effort on Wolcott's part to identify sources which would be of assistance in contemplating or carrying out a field work approach to research in formal educational settings. It emphasizes, but is not restricted to, contributions by anthropologists, and the author expresses his preference for using a terminology from that discipline, therefore.

Zimmer, Richard
1975 Hutchins School: Interdisciplinary Innovative Education and an Anthropologist's Role. CAE QUARTERLY 6(4):37-39.

Author presents a discussion of his experiences gained over the past four years as the "house" anthropologist at Hutchins School of Liberal Studies, at California State College, Sonoma, teaching within a non-traditional and innovative setting developed during the 1960's. Zimmer suggests that more discussion is needed on the problems of process content courses, since such courses appear to be effective in teaching basic concepts in social science in meaningful, experimental terms, and that further discussion is also needed on the effects of process on teaching at the college level, unfortunately a topic that is not often considered "suitable" for academic discussion, according to the author. Concludes that "as colleges and universities reach out to new categories of students, such concerns are of primary importance" (p. 39).

Clabeaux, Marie S.
1976 Pre-Medical Advising: A Model for Anthropology. ANTHROPOLOGY NEWSLETTER 17(1):15-16 (Jan.).

Author summarizes her experiences as a pre-health professions advisor to undergraduate students at the State University of New York College, Buffalo. Emphasizes that a coordinated system of advisement must be built, and that while the medical model which she summarizes cannot be applied directly or completely to the advisement situation within anthropology, it can and does provide some useful points around which such a system might be structured, for anthropologists working within respective professional associations must look to themselves for support in this area.

Moore, James E. and Robert V. Kemper
1976 Undergraduate Education in Anthropology: A National Survey. ANTHROPOLOGY NEWSLETTER 17(1):13-15 (Jan.).

This paper reports the results of a national survey of anthropologists and former anthropology students during 1974, which was conducted to provide information on anthropologists' views of effective undergraduate programs in order to have access to information regarding curriculum planning, teaching methods and student-faculty interaction for use at the University of Texas at Dallas in the initiation of an upper level (junior and senior years) program in anthropology for Fall 1975.

ENDNOTES

1
This citation is most likely not accurate, for I have been unable to locate it with the information as stated. However, it is included here since I had seen a copy of the abstract at one point during the research, although the exact documentation had unfortunately been omitted when the copy was made. No annotation is included because the notes taken from the once available copy proved to be inadequate.

2
This citation may be inaccurate since it has not been located with information as stated.

3
Two dates for this entry have been used, 1955 and 1959, the latter being the one employed within this bibliography. Obviously for Spindler to have cited the work in his 1958(b) article he had to be using the date 1955. However, since I have not been able to personally review Hoffenbacher's work, there remains a possible confusion of dates or, possibly, even references to two similar works by him.

4
This citation may be inaccurate since it has not been located with information as stated. Other research indicates that the publication date may be 1957, although this was not able to be confirmed, either.

5
The annotation was unfortunately omitted for this article within the bibliography proper, and it is reproduced here: A brief report of the planning and implementing of an anthropological approach to the teaching of New York history to junior high students in the public schools. The experiment discussed by Hertzberg involved the teaching of state mandated instruction in the history of New York, through the utilization of cultural materials presented through an anthropological structuring in order to have the students grasp "the whole drama" of a culture.

6
The annotation was unfortunately omitted for this article within the bibliography proper, and it is reporduced here: Reads very much in the fashion that it must have been delivered. This is Mason's account based on his personal experience and memory of how he first "happened upon" anthropology as a freshman in 1903 at Pennsylvania. Discussion contains anecdotal material of interest in understanding the character of anthropological offerings at Penn during this time and of the faculty, then and later (up to about 1940). [See Hallowell 1964. Cited in Darnell 1969 under title of "Anthropology at the University of Pennsylvania."]

7
The annotation which was taken from Dynneson 1975 was unfortunately omitted for this article within the bibliography proper, and it is reproduced here: "This paper outlines the major concepts, the structure, and the methods of anthropology for grades K-6. The following areas are included--1) needs and need satisfaction, 2) human personality, 3) social

groups, 4) social networks, 5) human culture, 6) change and evolution, and 7) current cultural changes. A summary chart presents a flow diagram of the fundamental ideas of anthropology. . . . This paper is one of a series published by the Social Science Education Consortium on the concepts, methods, and structures of the social sciences. The series is designed for use by teachers and curriculum developers at all grade levels."

ADDENDUM

This addendum includes items which might be of interest to those who would use this bibliography, but which were not included within the bibliography proper since, for a variety of reasons, they were not incoporated in the annotated section when it was being prepared for final typing. While the majority of these added works have been examined, if however briefly, they have been included here without annotation to provide the interested scholar with additional references which might prove useful, and in the interest of making this bibliography as complete as it seems possible.

As with the bibliography itself, this addendum is organized first in chronological order, then alphabetical within that ordering.

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